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STATE RESOURCE CENTRE
LITERACY HOUSE, LUCKNOW
AN EVALUATION STUDY

Sponsored by :
NATIONAL LITERACY MISSION
Ministry of Human Resource Development
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CHAPTER I

HISTORICAL BACKGROUND

I. Brief History

Literacy House located at Lucknow in Uttar Pradesh is recognized as a premier institution at the national level to promote literacy and adult education programmes, was established in 1953 by the late Dr. (Mrs.) Welthy Honsinger Fisher. She was an eminent educationist and recipient of Ramon Magasaysay Award, the variety clubs, International Humanitarian Award and the first Nehru Literacy Award. In recognition of the pioneering work, the literacy house had been doing in the field of literacy and adult education. The Government of India recognized it as State Resource Centre (SRC) for the Uttar Pradesh in 1978-79.

Since its inception the SRC, U.P. has been providing technical resource support to the directorate of adult education and voluntary organizations of Uttar Pradesh in implementing adult education programmes, basic literacy, post literacy and continuing education. Gradually, the SRC, U.P. has expanded its activities considerably and started supporting the activities of the ZSS and voluntary agencies.

From April 1, 1989, staff of the SRC, U.P. was carved out from the literacy house as NLM insisted on independent staff for the SRC. The Director, SRC is overall responsible authority for all academic activities.

Till March 31, 1989, funds for SRC, U.P. were going to literacy house. From April 1, 1989, Director for the SRC was appointed. From the same day all the staff of the literacy house in training, material preparation, research, evaluation and field services was transferred to the SRC. The SRC is governed by the India Literacy Board (ILB), which is also running the Literacy House, Shramik Vidyapeeth, Lucknow and Kanpur.

The SRC is independent in its functioning and management since it was established on 1.4.1989. The Director, SRC has been given autonomy in his functioning by the India Literacy Board (ILB). The ILB, of course, approves the annual action plan and budget. ILB has authorised the sectional heads to have some imprest money for day-to-day expenses other than routine expenditure.

After the appointment of Receiver from the high court on 20.6.1995 for looking after the functions of the ILB, any expenditure above Rs.10,000 by the SRC has to be approved by the Receiver. Prior to the appointment of Receiver, Director SRC was authorized for any amount of expenditure. According to SRC Director the present arrangement of Receiver is conducive for the smooth working of the SRC as in earlier

case there used to be interference from members of ILB. As per latest arrangement, High Court has appointed 3 retired judges, Secretary Education, Government of India or his nominee, and Chairman, Indian Adult Education Association in the committee of 5 persons as per constitution of the India Literacy Board (ILB) to take up the responsibility of ILB. A directive has been sought from the High Court that Committee of 5 members should constitute the India Literacy Board (ILB) within a specified time limit. This committee of 5 is, however, yet to be operationalised.

Since its inception, the principle functions of Literacy House include :

- > Training of the functionaries of literacy and adult education;
- > Development and publication of basic teaching - learning material for the illiterate as well as post literacy and continuing education material for the neo-literates and persons of limited reading ability;
- > Conducting research and evaluation studies;
- > Organizing skill development courses for unemployed youth;
- > Running family life education activities including population education in the field, etc.

The primary responsibility of the SRC, UP is to help state of Uttar Pradesh in adult education/literacy and continuing education programmes, in one way or the other.

Among the clients of SRC, UP are the Zila Saksharta Samiti (ZSS), Voluntary Agencies, Educational Institutions

including schools, colleges and universities, public service institutions, public and private corporate bodies, cooperatives, state directorate of adult education, and various departments of the State Government.

II. An Account of Activities During 1992-97

Basic Literacy Materials

As per requirements and socio-economic and cultural background of adult participants, the SRC, UP - Literacy House, Lucknow developed and produced graded teaching-learning material for various regions of the State. In order to develop basic teaching and learning materials, U.P. has been divided into 8 regions on the basis of different dialects. While preparing teaching-learning materials for different regions, SRC personnels visit the concerned districts to invite local writers for discussing problems and themes. This process takes almost two days. After that the local writers are invited to SRC for about eight days to prepare a write up taking into consideration the customs and dialects of the region. These are used by the SRC to prepare teaching-learning materials. In order to develop and prepare basic teaching-learning material more realistic based on the needs, interests and problems of the adult learners the SRC organised writer's workshop in the service areas.

- (1) PLC books for Tribal Region - Sonbhadra
- (2) PLC books for Brij Region - Mathura

Keeping in view, the various requirements of preparing teaching-learning material for the adult participants, the SRC has been organizing writers' meets to train the amateur writers, who could prepare suitable literature for the participants in their service areas under sample writing approach. These amateur writers' meets were initiated way back in 1957, when SRCs were not created. During the reference period three such meets were organized as under :

Year	Details
1993	2 June to 21 June 93 at Literacy House, Participants - 7
1997 (1)	2 January to 21 January, 1997 at Literacy House, Participants - 16
(2)	2 June to 21 June 1997 at Literacy House, Participants - 8

Post Literacy (PL)

The SRC, U.P. also developed and brought out material for post literacy for those learners, who had completed the basic literacy phase. The title of the post literacy material was "Ek Kadam Aur" under PL-1. The PL material was developed by the NLMA, Government of India.

Continuing Education Material

The SRC brought out a series of material on various areas related with the life of the neo-literates under 'continuing education'. These are about 195 titles so far brought out by the SRC.

Support to on-going literacy programmes and Fulfilling the Changing Demands

The SRC, UP started extending technical and academic support to the TLC right from project appraisal, project formulation, survey, training, provision of teaching-learning material, monitoring feedback, evaluation, post literacy, etc.

Role in the Media Support for Environment Building

The SRC, UP organised conferences and meetings of journalists and media persons for devising strategy for effective environment building through projected and non-projected modes. In 1993 a training workshop on Journalism for personnel of TLC districts was organised during the period from 10 to 24 March 1994. The main objective of this workshop was to prepare the trainee journalists to work for the TLC programmes being run in their respective districts.

In 1994 a journalists and writers workshop was held in Literacy House from 17 to 19 May 1994. The objectives of the workshop were :

- (1) to generate awareness among the participants about the TLC programme;
- (2) to explore possibilities, how journalists and writers can contribute in promotion of TLC programme.

System of Feedback Mechanism

The academic staff of the SRC has been adopting the following system of feedback mechanism :

1. Participating in monthly monitoring meetings (MMMs) of the Secretaries of the Zila Saksharta Samities (ZSSs) organised on every 7th and 8th in the State Directorate of Adult Education (DAE).
2. Visiting literacy centres in the districts and discussing progress and problems with the literacy workers and learners.
3. A joint team of three persons (Director, State DAE, Special Secretary to the U.P. Government for AE and Director, SRC, UP) visited several TLC districts, met the members of the ZSS, KRPs, MTs, VTs, learners and members of Village Education Committees (VECs) including the social activists during their stay in service area.

4. Operation Restoration : Six districts identified as most weak districts in UP under Total Literacy Campaign (TLC) were Sultanpur, Pratapgarh, Mau, Azamgarh, Unnao and Lalitpur. As per directive of the National Literacy Mission three teams were constituted. There were four members in each team, two literacy experts deputed by the NLM, one senior officer from the State Resource Centre, U.P. as well as one Officer from the Directorate of Adult Education, Government of U.P. Two weak TLC districts were assigned to each team under the plan of Operation Restoration.

The Director, SRC, UP visited two TLC districts of Mau and Azamgarh during January 1 to 5, 1997 along with the first team. The team met the members of the Zila Saksharta Samities of Mau and Azamgarh, their key Resource Persons, Volunteer Teachers, learners as well as members of the village education committees of both districts to ascertain the main reasons of slow progress of the literacy campaign in their districts. After in-depth assessment of the field situation, all three teams prepared the analytical reports and submitted them to the Directorate of Adult Education, U.P. for onward transmission to the National Literacy Mission Authority, New Delhi, for taking corrective measures.

5. Discussing and sharing field experiences and other academic issues in 'Monthly Monitoring Meetings (MMMs)'

of the academic staff of the SRC on the last saturday of every month.

Training

The training programme was one of the important activities of the Literacy House since 1955. The State Resource Centre (SRC) has, therefore, a well equipped training section which has been organizing and conducting various types of training programmes for different levels of functionaries of literacy and adult education. The Total Literacy Campaign (TLC) was launched in the U.P. state in 1990-91 and the SRC was made responsible for organizing and conducting training programmes for the Key Resource Persons (KRPs), Social Activists and Principal functionaries of the Non-Governmental Agencies including Degree Colleges and Universities located in those service areas. As a strategy, suggested by the NLMA, Government of India, these trained KRPs would train Master Trainers (MTs) and in turn the trained MTs would train Volunteer Teachers (VTs). The SRC organised and conducted various training programmes for the functionaires of ZSSs, NGOs, and others (See Annexure I).

A Brief Account of SRC, U.P. Training Programmes is presented as under :

Training organised During 1992-93 to 1997-98

Year	Level of Trainees	No. of progra- mmes	Trainees	Days
1992-93	KRPs, RPs, Volunteers, MTs Teachers, NFE Functionaries DWACRA Trainees	12	1091	111
1993-94	KRPs, POs, Instructors, NGOs, NFE supervisor, DAEs, FPAI, Functionaries, Preraks, VTs.	12	435	97
1994-95	KRPs, NFE, VTs, MTs, GEP Fun- ctionaries, learners, teachers, Literacy functionaries	24	961	230
1995-96	KRPs, NFE, MTs, Teachers, VTs, ACDPOs	26	764	155
1996-97	KRPs, Block and Nagar Literacy Incharge, NSVs, Nukkar Natak, Neo-Literates, RRCs, Trainer, NFE functionaries, RPs, DRV functionaries, Officers, LRC	26	913	201

INNOVATIONS AND RESEARCH ACTIVITIES

Contribution made by the SRC during the Five Year Period in the context of TLC and Adult Education programmes.

The SRC has well established Research, Evaluation and Monitoring (REM) section. Several innovative and research studies have been undertaken by this section. The REM section carried out an innovative study in 1992 under continuing Education with the help of Bridge course-Gyan

Ganga. The objective was to bring the neo-literates in the mainstream of formal education through the Bridge Course - Gyan Ganga, who were desirous for further higher education. The report 'An experiment in continuing Education' tells us about the above innovation. The Bridge Course - Gyan Ganga became very popular and inspired many neo-literates for going for higher education.

Mainly three types of evaluations have been conducted by the SRC, UP. These are - Concurrent Evaluation, External Evaluation and impact evaluation. The SRC has conducted all the three types of evaluations.

Impact Study : Dr. Madan Singh, Director, SRC, U.P. conducted an impact study 'Impact of Adult Education Programme on Modernization of Adult learners' in Sarojini Nagar Block of Lucknow District, which has been published. It was an impact study.

Shri Bhaskar Chatterjee, IAS, Director-General, NLMA and Joint Secretary to the Government of India, has written its 'Foreword' and termed it as a very useful study.

The Government of India made it mandatory for all the TLC districts to go for external evaluation through a written test. This was done so by the Government of India after 1992, while the REM section of the SRC, U.P., Literacy House had been using the written test papers and administering them on the learners of AE programme since 1986. Thus, the

procedure of external evaluation through written test papers was started by this SRC, UP more than a decade back. The test papers were constructed by using item analysis technique to assess the difficulty levels of the items.

A well defined procedure of internal evaluation of literacy programmes was also evolved by the REM, SRC, U.P. (Cf. report of workshop on Internal Evaluation).

A research study of national importance entitled 'A Comparative Study of Analytic and Synthetic methods of teaching' was carried out in 1994. This study has been published by National Literacy Mission, Government of India in 1996 for its wider circulation.

The monitoring of projects/programmes is one of the major steps being followed to achieve the optimum output. Various types of monitoring proformae have been developed and got printed for each programme/project undertaken by the SRC. For example, monitoring proformae for AE programme, NFE and TLC.

The SRC was associated with and conducted external evaluation of nine TLC districts of Rajasthan, West Bengal, UP. (TLC Agra, TLC Fatehpur, TLC Almora, TLC Moradabad, ISWARDIS (VA), Dostpur - Sultanpur, TLC Ghaziabad, 6 VAs of Allahabad). The test papers for external evaluation based on the recommendations of the Dave committee were prepared for TLC districts of Bilaspur and Narsinghpur of M.P. State.

The Studies Conducted by REM Section during 1992-97 are listed as below :

Sl.No.	Name of the Research Evaluation Study	Year
1.	Impact of Adult Education on Scheduled Caste Women	1992
2.	Study of Adult & Continuing Education Project	1992
3.	A Study of Integration of Adult Education and Integrated Child Development Scheme (ICDS)	1992
4.	Report of Literacy Survey of Banki Block	1992
5.	An Experiment in continuing Education	1993
6.	A Comparative Study of Analytic and Synthetic Methods of Teaching	1996
7.	Evaluation Report of NFE Programme of Rae Bareli Districts in U.P.	1997
8.	Evaluation of Learning Outcome of Total Literacy Campaign run by Six Voluntary Agencies of Allahabad district in U.P.	1997
9.	A Study of Adolescent Learner's Knowledge Attitude and Behaviour Regarding Women Equality, Small Family Norm, Reproductive Health and Adolescent Behaviour	1997

III. SHORT-TERM AND LONG-TERM GOALS AND CHANGES IN OBJECTIVES AND FUNCTIONS

PRINCIPAL FUNCTIONS

1. Preparation of teaching-learning material for Total Literacy Campaign (TLC) and Post Literacy (PL) under the Improved Pace and Content of Learning (IPCL) technique,

keeping in view the objective of functional literacy, which are as under :

- (a) Achieving self-reliance in literacy and numeracy;
- (b) Becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development;
- (c) Acquiring skills to improve the economic status and general well being; and,
- (d) Imbibing of the values of national integration, conservation of the environment, women's equality, observance of small family norms, etc.

2. Preparation of training material, namely teachers' guide, teaching aid/audio-visual material and organisation of training programmes for literacy and adult education functionaries including staff of the District Resource Units (DRUs). The following training material were prepared during 1992-97 :

Sl.No.	Year	Title of Training Material
1.	1992	Praurh Shiksha Salahkar (Fourth Edition) (Companion to Adult Education)
2.	1993	Praveshika Kaise Parahyen
3.	1993	V.T. to Learner (Guide)
4.	1993	M.T. to V.T. (Master Trainer to Volunteer Teacher Guide)
5.	1993	KRP to MT (Key Resource Person to Master Trainer) (guide)

3. Providing all other academic and technical resource support for the Total Literacy Campaign and Post Literacy programme. The academic resource support rendered by Training Section and Research Evaluation and Monitoring Sections are given below :

S.No.	Year	Name of TLC/PLC	Resource Support given
1.	1992	Ghaziabad	To a training programme of KRPs of TLC District Ghaziabad from 17.01.92 to 18.01.92.
2.	1992	7 Districts	Rendered Resource Person Services to a Training Programme of Seven Total Literacy Campaign Districts organised by DAE, New Delhi, Government of India at State Institute of Adult Education, DAE, U.P., Lucknow from 25.2.92 to 27.2.92.
3.	1992	Dehradun	Rendered Resource Person Services to a workshop on TLC in Dehradun organised by District Magistrate Dehradun from 24.8.92 to 28.8.92
4.	1992	Unnao	Rendered Resource Person Services to a training programme of master trainers of TLC organized by New Public School Samiti at Chakiya, Unnao from 26.8.92 to 28.8.92.
5.	1993	Lakhimpurkheri	Rendered Resource Person Services in training of KRPs/RPs of TLC at Lakhimpurkheri organized by ZSS, Lakhimpurkheri on 25.10.93.
6.	1993		Rendered Resource Person Services to an orientation training of Prerakas of TLC District of U.P. organised by State Institute of Adult education at DAE, U.P., Lucknow on 22.12.93.

7. 1994 Bijnor Rendered Resource Person Services to Training of MTs, & VTs of Bijnor District from 21.1.94 to 23.1.94.
8. 1994 Rendered Resource Person Services to an orientation Training of Prerakas of TLC Districts of U.P. organised by State Institute of Adult Education at DAE, U.P., Lucknow on 2.2.94.
9. 1994 Faizabad Rendered Resource Person Services to training programme of MTs organised by ISHWERDES, Rasulpur, Faizabad from 18.4.94 to 19.4.94.
10. 1994 Rae Bareli Rendered Resource Person Services to a training programme of VTs organised by ZSS on 25.6.94.
11. 1994 Rae Bareli Rendered Resource Person Services to a training programme of VTs organised by ZSS, Rae Bareli from 28.6.94 to 30.6.94.
12. 1994 Basti Rendered Resource Person Services to an orientation training of VRPs of TLC district Basti organised by State Institute of Adult Education at DAE, U.P. Lucknow on 18, 20 & 22 October 1994.
13. 1994 Basti Rendered Resource Person Services to an orientation training of KRPs of TLC district Basti, organised by State Institute of Adult Education at DAE UP, Lucknow on 15.11.94 and 18.11.94.
14. 1994 Mirzapur Rendered Resource Person services to an orientation training of KRPs of TLC district Mirzapur organized by State Institute of Adult Education at DAE, UP, Lucknow on 19,20 and 22 December, 1994.
15. 1995 Kanpur Dehat Rendered Resource Person Services to an orientation training of KRPs of TLC district Kanpur Dehat organised by State Institute of Adult Education at DAE, UP, Lucknow from 21.02.95 to 23.02.95.

16. 1995 Badaun Rendered Resource Person Services to an orientation training of KRPs of TLC district Badaun organised by State Institute of Adult Education at DAE, UP, Lucknow on 07.03.95.
17. 1995 Moradabad Rendered Resource Person Services to an orientation training of KRPs of TLC district Moradabad organised by State Institute of Adult Education at DAE, UP, Lucknow on 27.6.95
- 18 1995 Unnao Rendered Resource Person Services to an orientation training of KRPs of TLC district Unnao organised by State Institute of Adult Education at DAE, UP, Lucknow on 11.7.95
19. 1995 Shahjahanpur Rendered Resource Person Services to an orientation training of KRPs of TLC district Shahjahanpur organised by State Institute of Adult Education at DAE, UP, Lucknow from 25.07.95 to 26.07.95.
20. 1995 Sonbhadra Rendered Resource Person Services to a training of VTs organised by Banwasi Sewa Ashram, Sonbhadra from 6.8.95 to 9.8.95.
21. 1995 Unnao Rendered Resource Person Services to a training of KRPs of TLC districts Unnao jointly organised by ZSS and DIET Unnao on 21.8.95.
22. 1995 Sidharth Nagar Rendered Resource Person Services to an orientation training of KRPs of TLC district Sidharth Nagar organised by State Institute of Adult Education at DAE, UP, Lucknow from 22.08.95 to 24.08.95.
23. 1995 Rampur Rendered Resource Person Services to an orientation training of KRPs of TLC district Rampur organised by State Institute of Adult Education at DAE, UP, Lucknow on 21.09.95.

24. 1995 Bulandshahar Rendered Resource Person Services to an orientation training of KRPs of TLC district Badaun organised by State Institute of Adult Education at DAE, UP, Lucknow on 07.11.95.
25. 1995 Jaunpur Rendered Resource Person Services to an orientation training of KRPs of TLC district Jaunpur organised by State Institute of Adult Education at DAE, UP, Lucknow on 28.11.95.
26. 1995 Pratapgarh Rendered Resource Person Services to an orientation training of KRPs of TLC district Pratapgarh organised by State Institute of Adult Education at DAE, UP, Lucknow on 12.12.95.
27. 1996 Sultanpur & Faizabad Rendered Resource Person Services to an orientation training of KRPs of TLC districts Sultanpur and Faizabad organised by State Institute of Adult Education at DAE, UP, Lucknow on 11.12.95 and 13.12.95.
28. 1995 Hardoi Rendered Resource Person Services to an orientation training of KRPs of TLC district Hardoi organised by State Institute of Adult Education at DAE, UP, Lucknow on 18.12.95 and 20.12.95.
29. 1996 Muzaffarnagar Rendered Resource Person Services to an orientation training of KRPs of TLC district Muzaffarnagar organised by State Institute of Adult Education at DAE, UP, Lucknow on 11,13 and 14.1.96
30. 1996 Saharanpur Rendered Resource Person Services to an orientation training of KRPs of TLC district Saharanpur organised by State Institute of Adult Education at DAE, UP, Lucknow on 29.1.96 and 31.1.96.
31. 1996 Lakhimpurkheri Rendered Resource Person Services to an orientation training of KRPs of TLC district Lakhimpur Kheri organised by State Institute of Adult Education at DAE, UP, Lucknow on 12.2.96 and 14.2.96.

32. 1996 Bareli
Rendered Resource Person Services to a Refresher training of KRPs of TLC districts Bareli organised and conducted by ZSS, Bareli at Bareli from 15.7.96 to 20.7.96
33. 1996 Allahabad
Rendered Resource Person Services to an orientation training of trainers of RRC Allahabad and DIETs organised and conducted by State Institute of Adult education U.P. at DAE, UP Lucknow from 29.7.96 to 3.8.96
34. 1996 Sonbhadra
Rendered Resource Person Services to a training of NFE functionaries organised by Banwasi Sewa Ashram, Sonbhadra from 27.10.96 to 30.10.96.
35. 1996 Padrauna
Rendered Resource Person Services to an orientation training of RPs of TLC district Padrauna organised by ZSS, Padrauna at Kushi Nagar from 15.12.96 to 16.12.96.
36. 1996 Sitapur
Attended a meeting of ZSS Sitapur at Sitapur on 24.12.96
37. 1996
Rendered Resource Person Services to an orientation training of DRU Functionaries organised and conducted by State Institute of Adult Education at DAE, UP, Lucknow on 24.12.96
38. 1996
Rendered Resource Person Services to an orientation training of DRU Functionaries organised by State Institute of Adult Education at DAE, UP, Lucknow on 25.12.96 and 27.12.96.
39. 1997 Sitapur
Rendered Resource Person Services to District level orientation and survey training at Sitapur, organized and conducted by ZSS, Sitapur on 24.01.97.
40. 1997 Sultanpur
Rendered Resource Person Services to an orientation training of District level officers of Sultanpur organised and conducted by ZSS, Sultanpur on 3.2.97.

41. 1997 Unnao Rendered Resource Person Services to a District level meeting at Nirala Prekshagriha, Unnao organized and conducted by ZSS, Unnao on 8.2.97.
 42. A training workshop was organised by National Sample Survey for Lucknow Region on June 24, 1991 on Literacy and Culture Survey.
 43. Workshop of Evaluation Agencies organised by the Directorate of AE, U.P. on September 19-20, 1997.
 44. A training workshop on evaluation of NFE programme from June 27-29, 1996. In this workshop, the tools of evaluation were prepared by REM Section, SRC and were finalised. The Lecturers and Sr. Lecturers of DIETS of Rae Bareli and Faizabad districts who took part in the Workshop, were trained in the strategy of the evaluation.
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4. Securing involvement of voluntary agencies (VAs) in the programmes of the National Literacy Mission Authority (NLMA). The SRC has taken the following steps in this regard :
-

S.No. Year Steps Taken to Secure Involvement of VAS in NLM

1. 1992 Organised and conducted a training of Master Trainers II Phase from 27.1.92 to 31.1.92, Participants (24)
2. 1992 Organised and conducted a training of Master Trainers : II Phase from 10.2.92 to 14.2.92 Participants (26)
3. 1992 Organised and conducted a Training of Master Trainers : II Phase from 10.2.92 to 14.2.92 Participants (27)
4. 1992 Collaborated in organising and conducting an orientation training for NGOs of U.P. sponsored by Directorate of Adult Education, New Delhi from 18.2.92 to 21.2.92 Participants (23)

5. 1992 Collaborated in organising and conducting a Training in Management Information System (MIS) for NGOs of UP, sponsored by DAE, New Delhi from 22.2.92 to 23.2.92.
Participants (23)
 6. 1992 Collaborated in organizing and conducting an orientation training for NGOs of UP, Bihar and Madhya Pradesh, sponsored by DAE, New Delhi from 24.3.92 to 27.3.92
Participants (25)
 7. 1992 Organised and conducted a Training of Master Trainers : II Phase from 24.3.92 to 28.3.92
Participants (45)
 8. 1992 Collaborated in organizing and conducting a Training in Management Information System (MIS) of NGOs of UP, Bihar and Madhya Pradesh, sponsored by DAE, New Delhi from 28.3.92 to 29.3.92.
 9. 1992 Rendered Resource Person Services to a Training Workshop for NGOs of Hardoi District for Formulation of Project Proposal for Total Literacy Campaign from 15.1.92 to 17.1.92.
 10. 1994 Organised and conducted a seminar on "Role of Voluntary Agencies in TLC" from 7.3.94 to 9.3.94
Participants (22)
 11. 1995 Organised and conducted a state level workshop on Post-Literacy and Continuing Education for ZSS & NGOs from 21.3.95 to 22.3.95
Participants (15)
-

OTHER FUNCTIONS

1. Preparation of material for Post-Literacy and Continuing Education and Academic support to continuing Education Programme.
2. Preparation of material for Mass Programme of Functional Literacy (MPFL)

3. Academic Resource Support to District Resource Units (DRUs)
4. Motivation and Environment building for literacy and adult education.
5. Multi-media work including traditional and folk media, the SRC has taken the following steps :

- (a) Motivation and Environment building (EB) for literacy and Adult Education and multi-media work including traditional and folk media.
- (b) A puppet play on Lok Adalat (Bante Bante Bante Khel) was prepared and submitted before some judges of Lok Adalat. After getting valuable suggestions from the members, the next puppet play 'Jo Jita So Hara, Jo Hara So Mara' was prepared. An audio cassette for this puppet play (on legal literacy) was prepared on request of Legal Aid Society, U.P. It was planned to prepare a book of slogans, which could be used for motivation and environment building.

In the meantime a book on slogans was received from DAE, New Delhi. The slogans were found good enough and the SRC therefore, decided not to prepare any other book on this subject. Therefore, the posters already available in the organization, were scrutinised and out of these, those posters, which

were found suitable for motivation and EB, were compiled and a brochure on environment building tools for TLC was brought out. This brochure was brought to the notice of TLC districts.

- (c) A workshop was organised for preparation of visual aids from 28 January to 4 February 1996. Eighteen posters and 30 slogans were developed in this workshop in different topics, i.e. environment building, population education, panchayat raj and literacy etc.
- 6. Training for namely orientation of members of village education committees, representatives of panchayat raj institutions training of youth, etc.
- 7. Running of field programmes.
- 8. Evaluation and research studies of learning impact, evaluation of teaching, learning material and learners evaluation.
- 9. Production and dissemination of literature of literacy and adult education (Annexure II).

NEW RESPONSIBILITIES

In view of the change in the strategy for implementation of literacy and adult education programme from the traditional centre based programme to organization of

campaigns for total literacy districts after they are being taken up/covered under the TLCs. The SRCs are expected to develop teaching-learning material under the pedagogy of IPCL for being used in TLC and PL programme.

The SRCs are also expected to associate themselves in the TLCs right from the planning stage till their conclusion. Even after the TLCs have concluded, the SRCs, have a responsibility of training various functionaries for the PL programme and production and supply of post literacy and continuing education material. The SRCs have to provide similar academic and technical resource support to the programmes being taken up by voluntary agencies, educational institutions, etc.

The year-wise contribution of SRC in training of PL functionaries is as under :

S.No.	Year	Name of the PL Districts	Training of PL Functionaries
1.	1994	Agra	Rendered Resource Persons Services to an Orientation Training of KRPs of PLC district Agra organised by State Institute of Adult Education, DAE, UP, Lucknow from 28.11.94 to 30.11.94.
2.	1996	Moradabad	Rendered Resource Persons Services to an orientation training of KRPs of PLC District Moradabad organised and conducted by State Institute of Adult Education, DAE, U.P., Lucknow on 18.4.96.

3. 1996 Bijnor Rendered Resource Persons Services to an orientation training of KRPs of PLC District Bijnor organised and conducted by State Institute of Adult Education, DAE, UP, Lucknow at Lucknow from 22.6.96 to 23.6.96.
 4. 1996 Almora Rendered Resource Persons Services to a Workshop on preparation of PL/CE Books for neo-literates of Kumaon Region organised and conducted by CMP, State Resource Centre, UP, Lucknow at Almora from 17.6.96 to 23.6.96.
 5. 1997 Rendered Resource Person Services to a conference on PLC/CE organised and conducted by General Activity Section of SRC, UP, on 5.2.97
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The above stated functions - Principal functions as well as others are being performed through the following sections and units of the State Resource Centre, U.P. Literacy House, Lucknow :

1. Curriculum and material preparation (CMP) section including Art and Audio-Visual Aid unit;
2. Training section including puppetry unit;
3. Research Evaluation and Monitoring (REM) Section
4. General Activities Section; and
5. Population Education Cell.

CHAPTER II

INFRASTRUCTURE : PHYSICAL AS WELL AS ACADEMIC FACILITIES SUCH AS TRAINING FACILITIES, LIBRARY AND MATERIAL DEVELOPMENT RESOURCES

The State Resource Centre, U.P. Literacy House is situated on Lucknow-Kanpur National Highway on 20 acres land. The following facilities are available at State Resource Centre, U.P. Literacy House, Lucknow :

- > Boarding and lodging facilities for 110 male and female participants in separate male and female hostels;
- > Canteen for trainees and Resource persons;
- > Guest House for officials and Resource persons;
- > Transport;
- > Recreational facilities;
- > Conference Halls and lecture rooms;
- > Reading rooms for trainees and Resource persons;
- > A rich library with 48,375 books and 7 journals on literacy, adult education and social science;
- > Qualified and experienced faculty members; and,
- > Field area facilities for practical work.

There are three types of hostel facilities available in the campus of Literacy House :

1. Girls Hostel : This is an exclusive hostel to accommodate girls and women trainees;

2. Hostel for Middle Level Functionaries : This is also known as School of Writing Hostel. Most of the Government Officials and other trainees relating to TLC and PLC are provided accommodation in this hostel;
3. Guest Hostel : This is hostel specially meant for international guest. At a time 120 guests can be accomodated in this hostels.

Apart from hostel facilities there are three Training Halls in the campus of Literacy House. Three separate training programmes can be organized simultaneously consisting of 40 trainees in each of the programme.

The library of Literacy House, Lucknow is rated as one of the good Libraries among other SRCs in the country. Shri R. Ramani, IAS, Principal Secretary, Education, Government of Uttar Pradesh visited the library on 30.6.1998. He was impressed with this library. Shri Shashi S. Sharma, IAS, Under Secretary, Government of India, Department of Education has also visited the Literacy House and SRC. He subsequently made an inspection of library on 2.7.1998. He remarked "It has been a wonderfully inspiring experience to visit this place and be in touch with the spirit of a great soul." In this remark he referred to founder of the Literacy House, Late Mrs. Welthy Honsinger Fisher, who magnificantly organised the collections of this library.

Apart from these facilities centre has reesidential accommodation for fifty persons. The employees living in the campus are ranging from Director, Head of the Departments, Stenos to other lower staff members. They all are required to remain within the campus considering the nature of their services. Many other employees including members of academic staff are still living outside the campus. It is suggested to make arrangement for the residential accommodation to academic staff also in order to have improvement in quality of output in SRC.

SRC, Lucknow is already equipped with two computers, i.e. 286 and 486. Director of SRC, Lucknow feels that in view of the maintenance of huge field data on adult education, SRC, Lucknow requires at least two more advance computers. Availability of these computers will also help in having better data networking with district and block levels in the state.

One of the important functions of SRC, Lucknow is to do something significant on the environment building. This task is already being promoted by SRC, Lucknow, but speedy work in this field can be done and expected result can be achieved with the availability of required infrastructural facilities. This includes availability of three or four mobile vans in the SRC, Lucknow. Though the centre is already having transport facility for the same but this is not found to be sufficient to catre the needs of the centre (SRC).

CHAPTER III

ORGANIZATIONAL STRUCTURE AND MANAGEMENT PROCESS

Staff Position in the SRC and Other Associated Units

There are 52 employees including the Director. They are serving in five sections - Curriculum and Material Preparation; Training; Research Evaluation and Monitoring and General Activities; of the SRC including Population Education Cell - an associated unit of the SRC (Annexure III).

While taking up the evaluation of each section of SRC staff, the administrative section is having more than sufficient number of staff members. Many of them are found to be working simultaneously in the parent body, i.e. Literacy House. As a result of this practice they are not able to prepare and maintain SRC accounts well in time. According to an observation the same work used to be completed well in time in the past despite having a small number of administrative staff in SRC.

Some of the staff in training section is found to be lacking appropriate qualifications in the field of training whatever number of trained staff is available in SRC, they are transferred frequently to other part of the Literacy House. This process hampers normal functioning of training section. Moreover, due to this problem the real talents in

training section are not identified by the concerned office. The training section should consist of a majority of trained persons. They should not be transferred to the other departments of the Literacy House in the normal circumstances.

In CMP section also many of the employees are not found to be suitable as per requirements of the section. Efforts should be made to appoint the person in a particular section according to requisite qualification and experience for it.

The Research, Evaluation and Monitoring section is headed by a trained person. But this section, being an important part of SRC, requires some more trained persons. Apart from this, the section lacks trained and experienced field staff. In the absence of efficient field staff quality of data collection and other information is likely to be deteriorated.

The section for General Activities is headed by a person who is not suited to this section due to his specialization. This section is to take care of Post Literacy Programme, continuing Education, Special Programme for SC, ST, Women and other skill development programme under Panchayati Raj programme. The head of the section and other employees are not able to devote full time to perform the duties of the section for one reason or the other. There should be an endeavour to place suitable staff in each

section of SRC in order to maintain quality of output and timely completion of the work.

The art unit of SRC requires appointment of some trained staff. In fact different sections of SRC particularly Research Evaluation and Monitoring Section need some more trained staff instead of having simply unskilled staff members. Besides, there is need for reorganization of staff in different sections on the basis of their specialization.

Internal Management of SRC

The SRC, U.P., Literacy House, Lucknow is managed by the India Literacy Board (ILB), which is comprised of officials and non-officials. Officials are of the U.P. Government as well as of the Government of India. Non-officials are adult educationists, social workers, philanthropists and literacy figures.

The SRC is managed by the Executive Committee of ILB. On account of dispute among the members of ILB, the matter was referred to the Hon'ble High Court of Allahabad at Lucknow Bench. The Court has appointed Justice G.B. Singh, a Retired Judge of High Court to manage the affairs of the SRC and other units in place of the ILB. Thus, there is no difficulty in smooth implementation of activities and programmes of the SRC.

Relationship with Parent Organization and the Directorate of Adult Education

The SRC has very cordial and intimate relationship with its parent organization, i.e. Literacy House as well as the Directorate of Adult Education, U.P. Government.

Net Working with Field Agencies

The SRC has excellent networking with the field agencies, i.e. ZSS, NGO, including Degree Colleges and Universities.

Extent of Independence in the Working of the SRC and Nature and Extent of Pressures

The SRC enjoys full functional autonomy in execution of its planned activities and programmes, after they are approved by the National Literacy Mission Authority (NLMA) and the Governing Body of the SRC, i.e. Executive Committee of the ILB. There is no pressure from any other sources in implementation of approved activities/programmes.

Important Administrative Problems

The SRC had no administrative problems when it was set up in the beginning. But as per recently revised guidelines and directives of the NLMA vide DO No.F.6-33/93-AE.I dated 13.10.1994 (copy enclosed) that the staff of the SRC should

not be engaged on regular basis as far as possible. It is creating problems in attracting talented, qualified and experienced personnel in the SRC because of the uncertainty of their future career (Annexure IV).

CHAPTER IV

OUTPUT AND IMPACT

SRC has produced primers in Hindi as basic literacy material for seven separate regions in Uttar Pradesh because of variations in local dialect. Each primer has been published in three parts, i.e. Part I, II and III. All primers are based on IPCL approach. Following are the primers for different regions of Utta Pradesh:

<u>Region</u>	<u>Primer</u>
1. Garhwal	Garh Praveshika Bhagirath Jyoti
2. Kumaun	Kumaun Praveshika
3. Central	Nai Kiran
4. Bundelkhand	Bundel Bharti
5. Braj	Hamari Braj Bharti
6. Sonbhadra	Adi Bharti
7. Eastern	Purvanchal Praveshika

Part I, II and III of Garh Praveshika are comprised of 10 lessons each. Since all the primers have been designed in order to cater the needs and preferences of different regions of Uttar Pradesh, Primer Garh Praveshika, including of all the three parts has been prepared and tested in different locations of Garhwal region. While preparing these primers the help of local specialists has also been sought to incorporate local tastes, needs and problems in each lesson.

In Part I of Garh Praveshika first three lessons explain formation of small words and sentences with appropriate depiction of letters and spellings. The theme of the sentences related to culture, local economy, forest, environment and industry has been portrayed through one or two coloured pictures in each lesson. At the bottom, numbers with pictures for facilitating counting (upto 5) have been given at the end of each lesson. Exercises have also been provided to help the learners in order to do practice of reading and writing. Papers for self evaluation are provided at the end of lesson 3. Two more papers for self-evaluation are provided at the end of lesson 6 and 10. Another three lessons (4, 5 & 6) are devoted to sentence formation and numbers. The theme of these lessons is related to agriculture, food items, residences, livelihood and forest medicine industry. The numbers upto 20 are also provided in arithmetic section for learners.

Part three of Primer I covers numbers from 21 to 50 for learners. Apart from this, it covers topics like animal husbandry, child caring and family planning, importance of labour and wool industry through small sentence formation.

The first three lessons (1, 2 & 3) explain how to formulate small paragraphs. It covers the knowledge of numbers from 51 to 80. At the end of every lesson an exercise table has been provided for learners. The theme of these three lessons is quite different as lesson one

focusses on traditional customs while lesson two focusses on prohibition of liquor and chapter three based on child caring.

Another four lessons of this primer Part II are devoted to poems, stories, letters, etc. In arithmetic section the first chapter (lesson 4) is for the revision of the numbers, which has been given in the first three lessons for the learners. Another two chapters (lessons 5 & 6) contain numbers from 81 to 100 while the lesson 7 is for addition of number of one digit. Second section of the primer II gives emphasis on the themes like, habitants, environment, social awakening, economic development, literacy, vocational education and sheep rearing.

The last three lessons of the primer present various methods of joining Hindi alphabets. Alongwith these, chapters 9 of this part provides knowledge about National Flag, National Anthem, National Symbol (Ashok Chakra), National Animal and National Bird. In the last lesson (Lesson 10) emphasis has been given on the importance of birth place through poetry. In mathematics section it is explained how to add, subtract, multiple and divide the numbers of single digit. The themes of these chapters are related to love for nature, unity, national symbols and virtues of Garhwal region.

Primer III has been divided into three sections. The theme of first four lessons in the first section relates to

geographical importance of Garwah region, important tourist places and on-going environment protection movements. Historical incidents have been presented in the form of stage play in order to introduce learners with this type of readings also. These lessons are related to geography, economy, culture natural beauty, women power and environment protection.

The mathematics section contain addition upto three digits and subtraction relating to rupees and paise. First section of Primer III also provides knowledge of measurement followed by the test paper number 7.

The second section of primer III contain prose as well as poetry. The writings of this section are related to freedom struggle and depiction of social, cultural and economic scenario. The mathematics in this section relates to length, measurement, knowledge of time, i.e. hour, minutes and second and percentage. The concept of percentage is introduced with the help of descriptive sums. While providing knowledge of hours, minutes and seconds, learners are also taught how to use watch with the help of pictures. The second section of Part III is followed by test paper number 8.

The third section of Part III, Garh Praveshika covers 3 lessons. It contains subjects like freedom struggle, national integration and working literacy like letter writing, application writing, etc.

The standard of prose reading and writing for learner is significantly high in this section of Primer III. Fill in the gaps, incomplete sentences and use of sentences on the basis of given word are some of the exercises that are provided for the learners to develop the working knowledge of language for practical purposes.

The mathematics section provides knowledge of ratio through descriptive examples. This section is again followed by test paper number 9.

Each of the primers Part I, II & III provides certificate at the end of each book. This is meant for distributing among successful learners.

For Kumaun region SRC has produced primers in Hindi known as 'Kumaun Praveshika'. This is also published in three parts, i.e. Part I, II & III, while preparing these primers, proper care has been taken to incorporate choices, requirements, environment and subject matter as per needs of Kumaun region. While finalising these primers the reactions and opinion of neo-literates and others associated with adult education programme at local level was sought in order to make the basic literacy material useful and interesting.

Kumaun Praveshika, Part I contains 9 lessons which are further divided into 3 sections. First section of Kumaun Praveshika, Part I deals with the alphabets, formation of small words, spellings and numbers upto 5. In the process

subject like forest crops, use of wood, environment, drinking water and irrigation are discussed. In each of the three lessons there is sufficient use of colour pictures to facilitate learners. In the second section of this part of the primer, subjects like housing, mutual cooperation, agriculture and labour are discussed through small words and sentences using local terms.

Considering the choices and liking of local learners. The topics like crops, environments and daily routine has been discussed in the form of prose.

Third section of primer, Part I provides subjects like animal husbandry, household industry and cultural programmes to the learners through small sentence formation using plenty of local words. In mathematical section numbers upto 50 are provided for the learners. After each of the three sections test papers 1, 2 and 3 are incorporated for adjudging the progress of the learners.

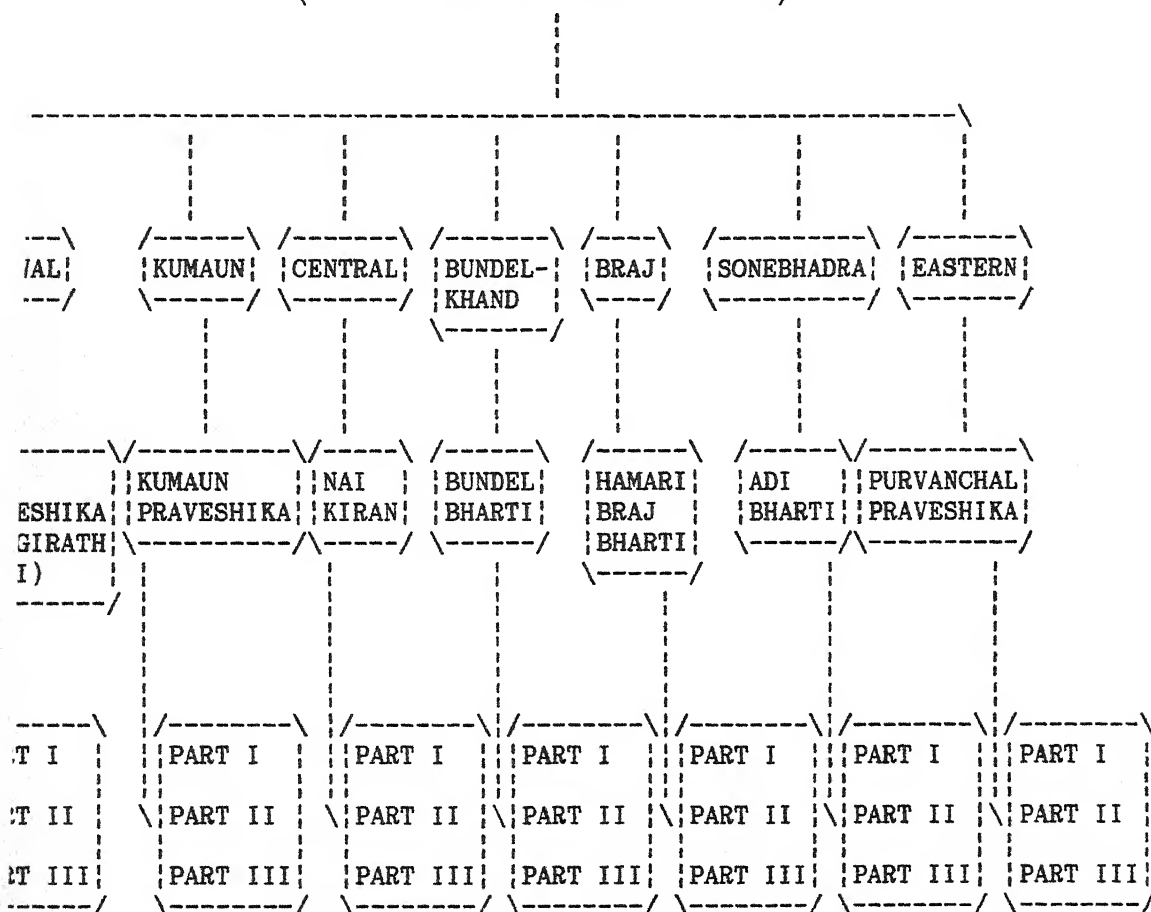
Parts II and III of Kumaun Praveshika followed the same pattern as in the case of Garh Praveshika, Parts II and III, except the number of lessons. Kumaun Praveshika contains 9 lessons in each part as against the Garh Praveshika which has 10 lessons in each part.

In each part of the rest of the five primers - Nai Kiran, Bundel Bharti, Hamari Braj Bharti, Adi Bharti, Purvanchal Praveshika, the same pattern has been adopted as in the case of Kumaun Praveshika. All the primers have been

prepared in order to maintain the standard of reading and writing in Hindi and the knowledge of arithmetic as per the norms laid down by the Total Literacy Campaign. There has been sufficient incorporation of local words and dialects in the literacy material in each of these primers. This is done in order to make primers more attractive and useful at regional level.

The SRC, Lucknow had supplied Hindi primers in seven separate regions of Uttar Pradesh. It has also conducted training for KRPs belonging to most of the districts of Uttar Pradesh. The discussion, with the secretaries and some of the members of ZSSs, KRPs and learners of different districts revealed that the contribution of SRC, Uttar Pradesh to the TLC was significant. As regards the primers the representatives of the ZSS felt the themes covered were meaningful and related to life situations and the social environment. Their presentation was in simple language and found to be easily understandable. The standard of publication was good. The learners expressed satisfaction over their achievements. Those who had completed primer I were able to read and write sentences in simple language easily. The learners of each region felt the languages used in their primers was simple and easily understandable. They found the stories interesting and the questions related to Arithmetic useful.

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SRC (DISTRIBUTION OF 7 REGIONS)
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As mentioned earlier training courses for Hindi, KRPs were conducted by SRC for most of the districts of Uttar Pradesh. The members of ZSS expressed their satisfaction with the quality of training imparted to the different functionaries of the TLC. They also informed that their opinion was sought by the SRC about the strengths and the weaknesses of the training programmes.

The KRPs who received training were satisfied with the method used in the training programmes. They informed that every trainer was given adequate opportunity and encouragement for putting up his/her view point and for participating in discussions actively. Besides, role playing, use of video and audio tapes were useful methods. They found the discussions on teaching-learning material were of practical utility which was helpful in maintaining uniformity in teaching different lessons.

CHAPTER V

PERSONNEL POLICY

I. The Staff

As stated earlier the SRC, Lucknow became an independent organization within Literacy House from April 1, 1989 and all the staff of the Literacy House in Training, Material preparation, Research, Evaluation and field services was transferred to the SRC.

The present strength of staff in the SRC is a total of 48 persons - 16 in administration, 5 in Training, 12 in CMP, 6 in Research, Evaluation and Monitoring, 6 in General Activities and 3 in the Art Unit.

Among the staff 34 persons were regular employees while 14 were on consolidated salary. Among those on consolidated salary 7 persons were recruited during 1997 - 2 in administration, one in Research, Evaluation and Monitoring, 2 in General Activities and 2 in the Art Unit.

Surprisingly, one Research Associate in the Research Evaluation and Monitoring and one Resource Person in General Activities Section appointed on 1.4.1989, the day SRC was established as an independent organization, continue to be on

the consolidated salary of Rs.2000/- and Rs.2500/- per month respectively. Both of them have Ph.D. degree. Thus, with such a long association they continue to draw salary less than that of a permanent peon. (There are eight peons in the SRC, which seems a quite high number). Similarly the consolidated salary of the Additional Director is less than the total pay of a permanent Junior Steno. The conditions of services of the staff on consolidated salary are far from reasonable with meagre salary, no security of job, and no retirement benefits. There is, therefore, a strong need to revise upward the consolidated salaries of some of the above mentioned categories of staff.

The designations of the Heads of various sections are different, e.g. the CMP and the General Activities Sections have Head as Incharge of their sections, the Training Section has OSD, the Research Evaluation and Monitoring has Incharge Head while the Art Unit has Incharge. The pay scales also vary significantly. The Heads of the CMP and General Activities Sections are placed in Rs.3000-4500; the Incharge Head, Research Evaluation and Monitoring in Rs.2000-3500; the OSD Training in Rs.2200-4000; and the Incharge, Art Unit in Rs.1200-2040. Thus, the overall impression that the staffing and the salary fixation, scales as well as consolidated, gives that it lacks an adequate rationale and that due to these anomalies there are no fixed qualifications, particularly of the Heads of Sections. There is a feeling of discontentment among a significant section of the staff.

The litigation among the members of the India Literacy Board has also affected the working environment of the SRC. During discussions with the staff it was observed that they were divided and, therefore, supporting one or the other parties in the dispute.

II. Recruitment

The posts are advertised in national as well as in the state dailies for recruitment of different types of personnel keeping in view their roles, assignments and functions. There are approved qualifications for each position keeping in view the nature of job responsibilities. The qualifications are more or less at par with similar positions under the purview of the UPSC, DAE and other national level institutions.

For appointment of the Director of the SRC, a committee is set up in which the Director General, NLMA or his nominee and Secretary to the State Government, Department of Education and Director of the concerned State DAE are the members. The concurrence of the concerned Secretary to the U.P. Government, Department of Education and Director of the State DAE is must. The recruitment of other staff members is done through the established procedures of public advertisements and interviews through the selection committees. The consultants of repute are, however, engaged for short-term assignment against honorarium or consultancy.

III. Promotion

On account of existing funding pattern no promotional policy could be formulated for upward mobility of the staff. The annual budget of the SRC is fixed for a period of five years. The grant is released at the same level for all the five years. In the initial years of the five year period there is some surplus money available under the salary head. But owing to annual increments and enhancement in allowances this amount is just sufficient to meet routine salary bills. Since there is no provision to carry forward the unspent balances to next year, there is hardly any scope for a promotion policy. The limitation with regard to funds was also an important reason behind the inability of the SRC to expand its staff.

IV. Professional Growth of Staff

The SRC deutes its functionaries to various workshops, seminars and training courses organised by the NLMA as well as by other national and international agencies for the professional growth of its academic staff members.

The SRC has a very rich central Library, which has 48,375 books on literacy, adult education and social sciences including periodicals and journals on different subjects in various languages.

The Governing Body of the SRC deputed its present Director, Dr. Madan Singh to visit and study patterns of literacy, adult education, non-formal education and population education being run in the developing countries like : Thailand, Indonesia, Nepal, etc. in a team under the leadership of Shri Bhaskar Chatterjee, IAS, Present Director General, NLMA, Government of India under Professional Growth Programme.

Dr. Madan Singh participated in the second Asia Regional Literacy Forum. The main theme of the Forum was Innovation and Professionalisation in Adult Literacy : A Focus on Diversity. It was jointly organised by NLMA, UNESCO and the World Bank in New Delhi. In all 22 countries including America, Australia, China, Hong Kong, Bangladesh, etc. participated in this Forum during 9 and 13 February 1998.

Dr. Madan Singh, Director, SRC and Shri V.N. Singh, Officer-on-Special Duty, Curriculum, Material preparation section participated in a National Workshop on 'Preparation of Post Literacy and Continuing Education' organized by the NLMA, Government of India at Bangalore (Karnataka) in October 1997.

The Head, REM, Dr. N.K. Srivastava visited four TLC districts of U.P. namely, Bareilly, Lakhimpur Kheri, Gonda and Bahraich as a member of the Task Force Committee jointly formed by DAE and SRC to monitor the progress of the campaign

and the reason for slow progress of the literacy campaign from November 1-9, 1995.

Dr. S.S. Sharma participated in a Regional Workshop on the participation of literacy follow-up material for adults in rural areas in Asia and pacific from 12 to 13 November 1996 at Bhubaneshwar (Orissa).

Dr. B.S. Sharma participated in a State Level Workshop in Ahmedabad (Gujarat) in January 20-25, 1997.

Pressures At the Time of Recruitment
and Conditions of Employment

It has been a very healthy tradition in the SRC that pressures do not matter in recruitment of the staff. The only hurdle or the problem cropped-up after 1994-95 was that the NLMA directed vide D.O. No.F.6-33/93-AE.I dated 13.10.1994 that the staff should not be recruited on a regular basis as far as possible.

The temporary nature of service of the SRC staff members deprive them of many benefits like pension, LTC, study leave, etc. as permissible to permanent staff of literacy house. The staff in general has a strong feeling of insecurity of job due to the adhoc status of the SRC. They feel that in the absence of any long term commitment of the MOHRD the funds to the SRC can be withdrawn or curtailed any time. In such a situation the Literacy House, Lucknow will have no obligation to continue the activities of the SRC or absorb

its staff in any of its departments. The staff expressed its serious concern about their future prospects particularly with reference to their achievements and utility at the SRC. It, therefore, require a positive thinking of the MOHRD and the literacy house for providing permanent status to the SRC.

Besides, the staff of the SRC was also facing a problem in the form of frequent transfers to its parent body for short durations. While the SRC staff considers itself as part of literacy house and, therefore, they do not resent this practice but that certainly affect the working of the SRC adversely.

The pay scales of the Director and certain categories of the permanent academic staff were highly inadequate, considering their responsibilities as well as their nature of work. The present pay scale of the Director is 3700-5000. It is not equivalent to even the selection grade lecturer/Reader (which is 3700-5700) of a University. Being head of the 'A' category SRC the position of the Director should have a status equivalent to the head of a department of a University, i.e. in the scale of Professor. This upgradation will provide respectability to the post within the organization as well as outside. Further, it will enhance the status of the SRC. The Director should, therefore, be placed in the pay scale of the Professor.

The Head of CMP Section and General Activities Section are placed in the pay scale equivalent to Senior Lecturer of

University, i.e. 3000-4500, while the Incharge Head of Research Evaluation and Monitoring Section and Incharge Coordinator of Training Section in Rs.2000-3500. The Heads of different sections should be accorded as far as possible equal status. Considering the level and nature of their responsibilities, it will be most reasonable if they are placed in the pay scale of Reader of the University, i.e. 3700-5700. Similarly, the pay scale of Incharge Art Unit and Audio Visual Aids needs revision to Rs.2000-35000.

The upward revisions in pay-scales of some of the categories of staff of the SRC have been proposed after examining (a) their nature and level of responsibilities; (b) the status accorded to the staff of similar organizations with comparable responsibilities; and (c) the need to provide a suitable status to the SRC in the literacy movement.

CHAPTER VI

MOBILISATION AND MANAGEMENT OF FINANCIAL RESOURCES

I. Grant From the Ministry of Human Resource Development

Initially the Government of India provided 80 per cent of the total expenditure to the SRC and 15 per cent was borne by the State Government and remaining 5 per cent by the parent management committee of the SRC.

Keeping in view the existing work load, the size of the literacy and adult education programme in the state of Uttar Pradesh, under the revised pattern of financial assistance the Government of India, Ministry of Human Resource Development have rightly put the State Resource Centre, Literacy House, U.P. in Category A. Under the revised financial pattern, the SRC would be aided on 100 per cent basis by the Central Government. This pattern is effective for the entire period of the 8th Plan i.e. 01.04.1992 to 31.03.1997.

The amount of financial assistance for category A has been fixed as under :

<u>Break-up</u>	<u>Amount (in Lakhs)</u>
1. Emoluments	22.00
2. Office Expenditure	04.00
3. Programme Expenditure	10.00

Total	36.00

The grants are sanctioned under three heads : (i) Staff and office expenditure; (ii) Other expenses; and (iii) Programme expenditure. A perusal of Income and expenditure of SRC, U.P. over the years 1992-93 and 1996-97 presents utilisation pattern of expenditure during this period.

II. Utilization of Funds

Annexure V indicates income and expenditure figures under different heads for the years 1992-93, 1993-94, 1994-95, 1995-96 and 1996-97. An expenditure of Rs.20,34,403.25 was made under different heads by SRC, U.P. during the financial year 1992-93. Out of the total expenditure, an amount of Rs.12,08,688.39 was spent on staff and office. This constituted 59.41 per cent of total expenditure under this head during this year. Under the head of 'other expenditure' Rs.3,31,149.59 were spent which constituted 16.28 per cent of the total expenditure. For programme expenditure, Rs.4,94,565.27 were spent, which constituted only 24.31 per cent of total during the year 1992-93.

A comparison of actual expenditure with the revised financial assistance indicates that out of 36 lakhs sanctioned amount SRC, UP could utilize only Rs.20,34,403.25. This constituted only 56.51 per cent of total sanctioned money. A head-wise break-up of sanctioned money and actual expenditure further shows that only 54.94 per cent of sanctioned money under the head of 'Emolument' was spent during the year 1992-93 by the SRC, UP. However, the amount for office expenditure constitute 82.79 per cent of sanctioned financial assistance under this head. A comparison of sanctioned financial assistance for programme expenditure with actual expenditure under this head indicated that only 49.46 per cent of provisioned assistance was utilized under this category of expenditure during the year 1992-93

The annual share of expenditure on staff and office was found to be 56.77 per cent during the year 1993-94. The share of expenditure under this head, thus, was marginally lower as compared to the year 1992-93. The expenditure on 'programmes' was Rs.6,20,324.64 out of total expenditure of Rs.21,33,096.18 during the year 1993-94. This constituted 29.08 per cent of total expenditure during this year. This shows a comparatively higher percentage share of expenditure on this head as against last year i.e. 1992-93. In fact expenditure on programmes is an important head in SRCs total annual expenditure. The share of expenditure on this head should be of higher order. The break up of expenditure

figures under this head showed that despite having higher percentage share of total expenditure under this head as compared to last year, the expenditure on motivation and environment building media and development of linkages was only Rs.7,623.75 during this year. This constituted only 0.36 per cent of total SRCs annual expenditure. The annual figures on programme expenditure further showed that organization of special programme for Scheduled Castes and Scheduled Tribes was not given due importance during this year and also during last year, i.e. 1992-93 and 1993-94. Annual expenditure of Rs.32,668.00 and Rs.25,534.31 were made for the organization of special programme for SC/ST women during the years 1993-94 and 1992-93 respectively. This constituted only 1.53 per cent and 1.26 per cent of total SRCs annual budget in respective years.

Figures of annual expenditure for the year 1993-94 again showed vast gap between sanctioned financial assistance and actual expenditure under different heads in SRC, UP. Out of total 36 lakh of rupees an amount of Rs.21,33,096.18 was spent by UP SRC during the year 1993-94 which constituted only 59.25 per cent of the total annual sanctioned amount. A category-wise break-up of expenditure showed that 55.05 per cent of sanctioned financial assistance under the head of 'Emoluments' has spent. As far office expenditure is concerned, it was as high as 75.42 per cent of the sanctioned financial assistance. But the actual expenditure for programme implementation was found to be only 62.03 per cent

of annual sanctioned financial assistance during the year 1993-94. However, this showed a marked improvement in terms of reduced gap between sanctioned financial assistance and actual expenditure under this head during the year 1993-94.

The income expenditure figures of SRC, UP for the year 1994-95 showed that total annual expenditure of SRC has gone down from Rs.21,33,096.18 in 1993-94 to Rs.17,84,383.53 during the year 1994-95. The break-up of the annual expenditure for the year 1994-95 further indicated that share on staff and office expenditure in total annual expenditure has gone up to the tune of 71.01 per cent. Contrary to this, the expenditure on programme implementation was only 11.04 per cent of total expenditure during the year 1994-95. Very important constituents of programme expenditures like motivation and environment building media and development of linkages, organisation of special programmes for SC and ST women were thoroughly ignored during this year. Not a single rupee was spent on these heads during the year 1994-95. Under the sub-head of 'other expenses' of annual expenditure, the share of accommodation was found to be highest, i.e. Rs.2,28,697.68 out of total Rs.3,20,389.23. This constituted 71.38 per cent of total expenses under the sub-head of 'other expenditure' which is basically meant for the maintenance of infrastructure. An important part of annual programme is considered to be post literacy and continuing education. The annual expenses under this head was found to be only

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Rs.250.00 during the financial year 1994-95 of U.P. SRC. The expenses under the sub-head of consultancy were also found to be nil during this year.

The difference between sanctioned financial assistance and actual annual expenditure was found to be highest in SRC, UP during the year 1994-95. Out of Rs.36 lakh sanctioned financial assistance, only Rs.17,84,383.53 were spent. This constituted only 49.56 per cent of annual sanctioned financial assistance. A comparison of head-wise expenditure with the head-wise sanctioned financial assistance during the year 1994-95 further showed that expenses for 'Emoluments' were of the highr order, i.e. 57.59 per cent of sanctioned amount, as compared to the last year. The office expenditure also constituted 80.10 per cent of the sanctioned financial assistance under this head. But the proportion of expenditure for meeting programme implementation expenses was quite low. Only 19.70 per cent of total sanctioned money for programme implementation was utilized during the year 1994-95.

All this shows that the level of activities in UP SRC have gone down drastically during the year 1994-95.

Income and expenditure figures of 1995-96 showed that over all expenditure of SRC, UP has gone upto the level of Rs.20,58,673.65 as compared to Rs.17,84,383.53 during the year 1994-95. An analysis of annual expenditure pattern showed that despite more than 13 per cent hike in SRCs annual

expenditure as compared to last year, the share of expenditure in total budget for programme implementation has gone down to 10.75 per cent from 11.04 per cent during these years. The share of office and staff expenditure (emoluments) in total budget recorded to be 69.82 per cent as compared to last year (1994-95) which was 71.01 per cent of annual expenditure. The annual expenses for the maintenance of infrastructural facilities were recorded as Rs.4,00,038.09 which constituted 19.93 per cent of SRCs annual expenditure during the year 1995-96. The share of expenses for the maintenance of infrastructure was of the lower order, i.e. 17.96 per cent during the year 1994-95.

The distribution pattern of annual expenditure in the light of sanctioned financial assistance for SRC, UP during the year 1995-96 showed that actual expenditure in two categories was lower than the sanctioned assistance. But in case of office expenditure, it was found to be marginally higher than the sanctioned amount. Total expenditure of SRC, UP constituted 57.19 per cent of total sanctioned assistance during the year 1995-96. A perusal of head-wise assistance and actual expenditure indicated that 65.33 per cent of sanctioned amount was spent under the head of 'emoluments'. In the category of office expenditure 0.01 per cent higher expenditure than the sanctioned amount was incurred during this year. But the expenses for programme implementation were only 22.14 per cent of the total sanctioned assistance under this head.

Thus, the expenditure figures for the year 1995-96 indicate that in spite of overall hike in expenses, the level of programme organization has gone down in SRC, UP during the year 1995-96. Contrary to this expenses for staff and office salary and maintenance of infrastructural facilities were found to be quite high.

A comparison of income and expenditure figures between 1995-96 and 1996-97 further showed that there has been a marked enhancement in annual budget of SRC, UP for the year 1996-97. The annual expenditure was recorded to be Rs.27,59,287.81 for the year 1996-97 as compared to Rs.20,58,673.65 during the year 1995-96. Out of total expenditure the share of programme expenditure was Rs.8,05,737.01 during the year 1996-97. This constituted 29.20 per cent of annual budget. This showed a significant hike in the percentage share of programme expenditure during this year. The annual expenses for the maintenance of infrastructural facilities constituted 14.38 per cent of the total annual expenditure. Rest of the 56.42 per cent amount of annual budget was incurred for the disbursement of office and staff salaries. However, the percentage share of expenses for staff and office salaries is recorded to be of lower order during the year 1996-97 as compared to the year 1995-96.

The analysis of actual expenditure and sanctioned financial assistance to the SRC, UP during the year 1996-97

has further shown that there has been an overall enhancement in the expenditure. A comparison of actual expenditure with sanctioned assistance during the year indicated that 76.65 per cent amount was utilized. In case of expenditure towards programme implementation a significant change was that as against previous years 80.57 per cent of sanctioned amount under this head was utilized during this year. The actual expenditure for emoluments turned out to be 70.76 per cent of sanctioned amount under this head. The amount towards meeting office expenditures was as high as 99.19 per cent of sanctioned grant. Thus the expenses of SRC, UP under all categories were found to be increasing during this year as compared to previous years.

In view of the latest permission from National Literacy Mission (NLM) to adopt Fifth Pay Commission pattern for the SRC staff by the SRCs, the present grant may fall short of the actual requirements in coming years. The permission for adoption of Fifth Pay Commission pattern for SRC staff further indicated that the overall limit of expenditure on emoluments of Rs.22.00 lakh in case of 'A' Category of SRC is adhered to. While considering this condition the existing grant may again fall short of the actual requirements. Hence, onwards the Directors SRCs are to get revised consolidated salary of Rs.20,000.00 per month taking into consideration of the salary hikes due to Fifth Pay Commission.

A perusal of staffing under different sections of SRC showed that the placement of staff has not been need based but it was shifted to SRC from the regular staff of the literacy house. Owing to this practice, the SRC UP suffered from the problem of 'over staffing'. In order to improve the quality of work and to reduce the annual expenses under salary head, the recruitment of staff in different sections of SRC should be need based and only upto required level. This may also help the SRC in providing better employment conditions to its staff. Apart from this there is an urgent need to improve the level of activities under the head of programme implementation. This may require enhancement in annual programme expenditure. The latest circulations regarding permission to adopt the Fifth Pay Commission revision by SRCs and enhanced consolidated emoluments of Director SRCs will certainly require enhancement in sanctioned grant of SRCs, particularly under emoluments head.

III. Funds From Other Sources

The SRC has been able to generate additional funds for specific assignments from the following sources :

- (a) UNICEF : for ILD publications and folk media workshops;
- (b) USAID, New Delhi : for special training of citizens engaged in literacy/adult education.

The funds received from the government and other agencies on ad-hoc basis were earmarked for specific

activities, such as SRCs maintenance, population project, organization of workshops or special publications. These funds were used for the earmarked activities and unspent balances were returned to the sponsoring organizations.

IV. Prospects of Generating Funds

The prospects of generating funds for the SRC from other sources were promising. At present, the mobilization of funds is only for specific assignment, on no-profit, no-loss basis because the SRC is considered a non-profit making organization. In the present set up it can not create its own corpus and, therefore, it can depend only on the annual grant from the MOHRD. If the SRC is allowed to accept consultancy assignments from non-government organizations and from the government and other agencies outside the state, it can generate a reserve fund for its long term sustainability. The SRC has adequate expertise and potential to undertake such assignments and generate income.

CHAPTER VII

ACHIEVEMENTS AND FUTURE PROSPECTS

I. Fulfilment of Required Literacy Programme

The SRC UP, Literacy House has been meeting requirements for effective execution of the TLC and literacy programme in the state. Besides the SRC has been extending its academic and technical resource support to other Hindi speaking states for literacy and adult education programmes in the initial years, when SRCs were not set up in all states and Union Territories. In order to highlight the achievements of SRC UP in the field of literacy programme, its activities are divided into five sections and are presented below.

(i) Curriculum and Material Preparation

This section deals with the preparation of teaching/learning materials for adult learners and children of non-formal education to meet the objectives of National Literacy Mission (NLM). Teaching/learning material includes : (a) motivational and environmental building material used all stages; (b) integrated primers (Textual material) used in adult education and textual material related with non-formal education; (c) post-literacy and continuing education material; and (d) journals and pamphlets.

This section also prepare the projected and non-projected media material such as : posters, charts, folders, slogans content sheets, puppet plays, TV serials and commentaries for audio-visual aids, etc.

(ii) Training

The training section laid emphasis on qualitative improvements in all training programmes organised by it over the years. The training section primarily adopts the participatory training techniques in the programmes conducted over the years 1992-93 to 1996-97. The group discussions, the small group techniques, the interaction analysis, simulation, brain storming, demonstration, role plays, use of projected as well as non-projected aids followed by discussions, daily reporting by trainees and IPO (input process output) found due place in the training programmes. At the same time, to meet the training needs of TLC districts in Uttar Pradesh, although the number of trainees is usually quite large matching with the size of the state, yet care is taken to maintain the quality of programme by systematic planning and regular monitoring and by associating consultants drawn from various special institutions; like National Institute of Adult Education, New Delhi, Universities, Directorate of Adult Education, Government of India, Indian Adult Education Association, State Directorate of Adult Education, State Institute of Adult Education, Development Departments and All India Radio.

For effective execution of Total Literacy Campaign in the Uttar Pradesh state under National Literacy Mission, the training section of State Resource Centre (SRC) UP, Literacy House, Lucknow accomplished number of activities/programmes over the years.

(iii) Research Evaluation and Monitoring

- (a) Evaluation of Non-Formal Education Programme : As per decision taken by the Secretary, Adult and Non-formal Education, Government of U.P., the non-formal education programme being run by State Government in different districts is evaluated. The state government has been running 14 NFE projects covering 100 centres under each project.
- (b) Evaluation of TLCs : The Ministry of Human Resource Development, Department of Education assigned the task of learner evaluation of the areas covered under TLC projects run by the Voluntary Agencies. In compliance of the same, the Research Evaluation and Monitoring Section of SRC prepared a plan for evaluation of the listed agencies.
- (c) Other Activities : Under this category of activities resource person services are rendered to many needy agencies, workshops are organised, meeting are attended by SRC staff and visits are paid by SRC staff for pre-testing and/or giving their expert opinion.

(iv) Population Education

To contribute to institutionalisation of population education component with Total Literacy Campaign, post-literacy and continuing education, to contribute to the provision of intensive population education inputs in literacy drive in TLC districts and to contribute to establishment of IEC channels for creation of awareness and inculcation of attitudes favourable to acceptance of small family norms along with acquisition of literacy skills by the learners and thereby raise their quality of life, the population education cell, State Resource Centre U.P., Literacy House, designs and produces the teaching-learning, audio-visual and environment building materials related to population issues integrating population education with literacy programmes.

Population Education (PE) cell, SRC, UP has developed plenty of material related to environment building, teaching/learning process, guide books and post literacy and continuing education. Thus a complete kit contains folders, posters, stickers, flip-books, guidebooks, stories and poetries. The number of kits to be supplied to all 65 TLC districts numbering between 50 to 500 as proto-type copies for their utilization. Therefore, SRC, UP has supplied the PE kits to TLC districts.

Except this some kits were sent to DAE, Uttar Pradesh and Training Section, TOC, Literacy House, for KRPs and RPs

training programmes and other training programmes/camps organised by PE cell itself.

The media software, i.e. Audio and Video cassettes were also supplied to the concerned authorities/institutions.

(v) General Activities

This section is meant for organizing activities like :

- (a) organization of conferences, workshops and seminars of functionaries of NGO and ZSS on post-literacy and continuing education.
- (b) Rendering the services as resource person for TLC programmes.
- (c) Participation in the meetings to update the knowledge of ZSS Secretaries and other functionaries of Adult Education Programme.
- (d) To develop innovative skills among workers engaged in handicraft work through development projects in PLC districts.

II. Factors Affecting Performance

The SRC identified the procedural delays by the Ministry of Human Resource Development were regular, though minor, irritants. The financial resource crunch had also some

impact on the time schedule for various project/activities of the SRC. It was due to two reasons : (a) the funds were not in time with the requirements; and (b) the instalments of funds are released after a considerable delay. During the period of non-availability of its own funds the SRC has to depend on its parent body, i.e. Literacy House.

Shortage of the required infrastructural facilities such as inadequate housing facilities within the campus for academic staff, and insufficient number of computers and mobile vans were causing some difficulties for the SRC. It was, however, pointed out that despite some of the above mentioned irritants/problems the performance of the SRC was never allowed to be affected. The support of the parent body, i.e. Literacy House in providing funds during the period of delays from the Ministry have always been encouraging which maintained the performance of the SRC in meeting the programme requirements.

III. Problems Expected in Future

Some of the problems that the SRC anticipate it may face in future are :

1. Staff dissatisfaction due to stagnant and temporary nature of services.
2. Financial resource crunch may increase seriously affecting the expansion of SRCs activities. U.P. has

very big proportion of illiterate population for which training requirements for a large number of KRPs etc. are significantly vast. To cope with the problems the SRC will need additional funds.

3. Fast changing needs and priorities of urban literacy.
4. Increasing number of illiterates and outward mobility of neo-literates by way of migration.
5. Low demand for continuing education material produced by the SRC because the material published by private publishers is more in demand as they are capable of providing consideration money to the concerned agencies.
6. The SRC, UP has been performing commendable work but because of the changing strategy of the NLMA, this SRC is being equated now with other SRCs of the country. With the result this SRC is visualising some problems in relation to its national character.

IV. Future Prospects

Taking into consideration the past record of performance of the SRC in the area of adult education/literacy, the level of commitment and involvement in the programmes of the NLM at present and the enthusiasm for greater participation and contribution the future prospects of the SRC are certainly bright.

The SRC is preparing and equipping itself for meeting the future requirements of the post literacy and continuing education in the state, which is an extremely important part as compared to basic literacy.

Since the NLMA has assured all SRCs of the country for extending financial assistance on 100 per cent basis during the 9th Five Year Plan period for carrying out their planned activities and programmes, but the major problem is to attract the talented, qualified and experienced functionaries on contractual basis for short durations and not on a regular basis in future, as was the practice in the past, when the SRCs were set up in the country.

RECOMMENDATIONS

The Literacy House under which the SRC, U.P. has been established has done an excellent work in the field of adult education and literacy. Since most of the staff of the SRC came from the parent body, it is following the same traditions. During the course of the present study we have, however, observed certain problems/shortcomings/anomalies which if continue, may affect the performance of the SRC adversely. We, therefore, recommend the following :

1. During the period of management of the Literacy House under India Literacy Board (ILB), the Director of the SRC had greater autonomy. He was authorised for any amount of expenditure. After the appointment of Receiver of Literacy House by the High Court in June 1995 the financial powers of the Director, SRC have been curtailed and the Director has to obtain approval of the Receiver in case of an expenditure of above Rs.10,000. The earlier practice of financial freedom to the Director had provided the SRC autonomy and freedom which was in the interest of the SRC and therefore, may be restored.
2. The SRC has an impressive infrastructure including facilities for boarding and lodging of trainees and

visitors, transport, recreational, conference Halls, Lecture rooms, training Halls and a very rich library. Besides, it has two computers. In order to maintain a huge amount of data on literacy and adult education on U.P. and for a better networking with districts and blocks in the state the SRC needs at least two more advanced computers.

3. The Environment building activity of the SRC is not at par with other activities of SRC and, therefore, needs greater attention for which atleast two mobile vans are required to cover the large number of districts.
4. The staff in the Administration Section of the SRC is more than its requirement. Many of them were reported to be simultaneously looking after the work of the SRC and its parent body.
5. Some of the staff in the Training Section was reported to be lacking appropriate qualifications in the field of training. It was also reported that the trained staff of this Section is frequently transferred to other departments of the Literacy House which adversely affect the normal functioning of the Training Section.

The frequent transfers of the SRC staff to its parent body affect the working of the organization adversely. The practice should, therefore, be discontinued for the smooth and efficient functioning of the SRC.

The Training Section should have trained persons in their area of activity and in the normal circumstances their transfer to the parent body should be avoided.

6. In the CMP Section some of the personnel were not found adequately qualified/experienced as per the requirements of the section.
7. The Research, Evaluation and Monitoring Section is headed by a trained and experienced person. This Section, being an important part of the SRC, require some more trained staff at senior level. It also lacks sufficient number of trained and experienced field staff. The quality and the reliability of the field data depnd on adequate number of persons and the skills of this category of the staff.
8. The General Activities Section is headed by a person who has specialization in the area different from the one required for this job. He may, therefore, be assigned responsibilities in the area of his expertise.
9. In the light of the above observations, we feel that there is a need for reorganization of staff in different sections/units on the basis of their fields of specialization. This will enhance their utility as well as their job satisfaction.

10. In order to maintain organizational standards there is a need for uniformity in the designations and pay scales of Heads of various sections of the SRC.
11. To enhance the status and prestige of the SRC there is strong case for the upgradation of posts and pay scales of different categories of staff, particularly that of the Director, the Heads of sections and the Incharge of the Audio-Visual Aids to the scale of a University Professor, Reader and Lecturer respectively. These revisions have been proposed keeping in view of the 'A' category of the SRC, the status and responsibilities of the persons occupying these positions.
12. There is a very strong case for upward revision in the consolidated salaries of temporary persons working on ad-hoc basis. In particular, the Research Associate in the Research, Evaluation and Monitoring, the Resource Person in General Activities Section and the Additional Director were working on a meagre salary which urgently needs to be revised to a respectable amount.
13. The temporary nature of service of the SRC staff working since many years deprive them of many benefits as permissible to the permanent staff of Literacy House. The staff in general has a strong feeling of insecurity of job due to the ad-hoc status of the SRC and was, therefore, seriously concerned about their future

prospects. Thus, a positive thinking of the MOHRD and the Literacy House for providing permanent status to the SRC is required.

14. The NLM may consider delegating the authority to the SRC to scrutinize the proposals of the Voluntary Agencies for undertaking activities in the field of literacy and adult education. The SRC should also be entrusted the responsibility of monitoring the progress in the activities of the Voluntary Agencies funded by the NLM.
15. The SRC should organize environment building cum training programmes for women and persons belonging to SC, ST and Minorities so that their participation in TLC and PLC can be enhanced. Such programmes should be conducted at least twice a year.
16. Since most of the academic staff of the SRC has come from the Literacy House it has a long experience of training the Adult Education workers including those belonging to a number of developing countries. Considering the experience and reputation of the SRC staff in this field we propose :
 - (a) the SRC should be allowed to undertake training programmes for Literacy workers of the developing countries. Such an activity will enrich the knowledge and expertise of the academic staff; and

(b) the SRC may be encouraged to start a Diploma Programme of about 6 months duration in Adult Literacy for persons engaged in the TLC/AE through NGOs. This will provide an opportunity to create a professional cadre which may eventually help in improving the outcome of the TLC, PLC and Continuing Education Programme.

17. The SRC has adequate expertise and potential to undertake consultancy assignments from the NGOs of the state and from the government and other agencies of other states. Such assignments, if permitted, can generate reserve fund for its long term sustainability.

18. An analysis of the expenditure incurred by the SRC during the five years, i.e. 1992-93 and 1996-97 in relation to the sanctioned amount indicate as under :

(a) The annual grant fixed by the MOHRD for the 'A' Category SRC was not availed in full by the SRC, UP in any of the five years. The utilization varies between 49.57 per cent in 1994-95 and 76.65 per cent in 1996-97. Expenditure on emoluments remained between about 55 per cent and 58 per cent during the first three years. Thereafter it increased to about 65 per cent in 1995-96 and to about 71 per cent in 1996-97. Expenditure under 'Other Expenses' were between 75 and 100 per cent. The gap under the sanctioned and utilized amount

under 'Programme Expenditure' has been very wide particularly during 1994-95 (19.70 per cent), 1995-96 (22.14 per cent) and 1992-93 (49.46 per cent). During 1993-94 and 1996-97 the proportion of expenditure to sanctioned amount was slightly better, i.e. 62.03 per cent and 80.57 per cent respectively.

- (b) Expenditure under the 'programmes' was seriously lagging behind other expenses which indicate that many programmes could not be undertaken by the SRC.
- (c) The low proportion of expenditure to the amount fixed by the MOHRD suggest that there is a strong need for reorganization of the SRC's set-up. A scrutiny of the planning of activities and their implementation is genuinely required.
- (d) The pattern of expenditure of the last five years suggests that there is a vast scope of expansion of the SRC, its organization as well as its activities.

19. The considerable delays in the release of instalments by the MOHRD was identified as a problem in maintaining time schedule for various activities/programmes by the SRC. It should, therefore, be avoided as far as possible, as it certainly affect the working of the SRC.

20. To attract talented, qualified and experienced persons it is essential that the present policy of appointing the staff on contractual basis for short duration will have to be reconsidered, particularly in case of the academic staff. Unless they are offered regular positions it is difficult for the SRC to get the efficient academic staff for its efficient working.
21. In view of revision of pay scales under the Fifth Pay Commission and the UGC and the rising cost of maintaining infrastructure, there is a case for upward revision of annual grant to the SRC. If enhancement of grant is considered positively, it should be linked with (a) better service conditions for the staff so that discontentment among them due to insecurity of job and inadequate salary structure can be overcome; and, (b) greater emphasis on conducting different programmes for different target groups regularly.

Annexure IA. Training of KRPs of ZSS

S.No.	Year	Name of the District	Duration		No. of Participants
			----- From	To	
1.	1992	Agra	29.09.92	30.09.92	8 (Second Line Managers)
2.	1992	Agra	13.11.92	18.11.92	24 (KRPs)
3.	1992	Agra	23.11.92	28.11.92	23 (KRPs)
4.	1993	Ghaziabad	22.01.93	27.01.93	20 (KRPs)
5.	1993	Moradabad	01.02.93	06.02.93	28 (KRPs)
6.	1993	Bijnor	15.03.93	20.03.93	21 (KRPs)
7.	1992	Moradabad (Off Campus)	11.09.92	13.09.92	63 (KRPs)
8.	1992	Almora (Off Campus)	17.09.92	23.09.92	37 (KRPs)
9.	1993	Dehradun (Off Campus)	04.01.93	09.01.93	61 (KRPs)
10.	1993	Bijnor	22.05.93	27.05.93	11 (KRPs)
11.	1993	Kanpur Dehat	14.06.93	19.06.93	20 (KRPs)
12.	1993	Bareilly	21.06.93	26.06.93	21 (KRPs)
13.	1993	Jaunpur	05.07.93	11.07.93	25 (KRPs)
14.	1993	Mau	15.07.93	22.07.93	27 (KRPs)
15.	1993	Mau	23.08.93	30.08.93	32 (KRPs)
16.	1993	Jalaun	04.11.93	11.11.93	44 (KRPs)
17.	1993	Bahraich	13.12.93	19.12.93	32 (KRPs)
18.	1994	Azamgarh	05.02.94	12.02.94	28 (KRPs)
19.	1994	Bahraich	27.01.94	03.02.94	32 (KRPs)
20.	1994	Lalitpur & Bahraich	26.02.94	05.03.94	23 (KRPs)
21.	1994	Bijnor	04.04.94	11.04.94	20 (KRPs)
22.	1994	Pithoragarh	21.04.94	28.04.94	24 (KRPs)
23.	1994	Rae Bareli	09.05.94	14.05.94	50 (KRPs)
24.	1994	Moradabad	09.05.94	14.05.94	17 (KRPs)
25.	1994	Pratapgarh	09.05.94	14.05.94	25 (KRPs)
26.	1994	Farrukhabad	26.05.94	02.06.94	59 (KRPs)
27.	1994	Deoria	06.06.94	13.06.94	26 (KRPs)
28.	1994	Bijnor	11.07.94	16.07.94	17 (KRPs)
29.	1994	Bahraich	18.07.94	23.07.94	31 (KRPs)
30.	1994	Ghazipur	25.07.94	30.07.94	31 (KRPs)
31.	1994	Mathura & Lalitpur	08.08.94	13.08.94	35 (KRPs)
32.	1994	Faizabad	22.08.94	27.08.94	20 (KRPs)
33.	1994	Barabanki	03.10.94	08.10.94	27 (KRPs)
34.	1994	Hamirpur	07.11.94	12.11.94	36 (KRPs)
35.	1994	Deoria	21.11.94	26.11.94	22 (KRPs)
36.	1995	Uttarkashi & Jalaun	09.01.95	14.01.95	25 (KRPs)
37.	1995	Tehri Garhwal & Gonda	13.02.95	18.02.95	49 (KRPs)

S.No.	Year	Name of the District	Duration		No. of Participants
			From	To	
38.	1995	Moradabad	06.03.95	11.03.95	24 (KRPs)
39.	1995	Gonda	27.03.95	01.04.95	32 (KRPs)
40.	1995	Hamirpur	15.05.95	17.05.95	23 (Distt.Level Functionaries)
41.	1995	Moradabad	29.05.95	03.06.95	22 (KRPs)
42.	1995	Pilibhit	12.06.95	17.06.95	31 (KRPs)
43.	1995	Jhansi	12.06.95	17.06.95	17 (KRPs)
44.	1995	Jhansi & Pilibhit	26.06.95	01.07.95	17 (KRPs)
45.	1995	Mainpuri	17.07.95	22.07.95	38 (KRPs)
46.	1995	Pilibhit	09.10.95	14.10.95	09 (KRPs)
47.	1995	Maharajganj	20.11.95	25.11.95	38 (KRPs)
48.	1995	Maharajganj	27.11.95	02.12.95	43 (KRPs)
49.	1995	Sultanpur	11.12.95	16.12.95	31 (KRPs)
50.	1995	Gonda	18.12.95	23.12.95	21 (KRPs)
51.	1996	Barabanki & Pilibhit	11.03.96	16.03.96	40 (KRPs)
52.	1996	Barabanki	18.03.96	23.03.96	41 (KRPs)
53.	1996	Mathura	08.04.96	13.04.96	21 (KRPs)
54.	1996	Lucknow	15.04.96	20.04.96	33 (KRPs)
55.	1996	Padrauna	20.05.96	25.05.96	13 (KRPs)
56.	1996	Etawah	20.05.96	25.05.96	27 (KRPs)
57.	1996	Bhadohi	03.06.96	08.06.96	40 (KRPs)
58.	1996	Allahabad	03.06.96	08.06.96	40 (KRPs)
59.	1996	Banda	24.06.96	29.06.96	45 (KRPs)
60.	1996	Lalitpur (Off Campus) (Refresher)	08.07.96	09.07.96	15 (KRPs)
61.	1996	Lalitpur	22.07.96	27.07.96	20 (KRPs)
62.	1996	Gorakhpur	22.07.96	27.07.96	30 (KRPs)
63.	1996	Bulandshahar (Off Campus)	05.08.96	10.08.96	50 (KRPs)
64.	1996	Lucknow	19.08.96	24.08.96	10 (KRPs)
65.	1996	Dehradun (Off Campus)	11.09.96	13.09.96	87 (KRPs)
66.	1996	Ghaziipur	16.09.96	21.09.96	44 (KRPs)
67.	1996	Sonebhadra	14.10.96	19.10.96	46 (KRPs)
68.	1996	Sitapur	04.11.96	09.11.96	19 (KRPs)
69.	1996	Bareilly & Dehradun	14.11.96	16.11.96	06 (Core Group)
70.	1996	Pratapgarh	10.12.96	14.12.96	22 (KRPs)
71.	1996	Sitapur	16.12.96	21.12.96	30 (KRPs)
72.	1996-97	Pratapgarh	30.12.96	03.01.97	12 (KRPs)
73.	1997	Gorakhpur	27.01.97	01.02.97	15 (KEPs)
74.	1997	Sitapur	11.02.97	16.02.97	45 (KRPs)
75.	1997	Unnao	24.02.97	01.03.97	27 (Literacy Incharges)
76.	1997	Sultanpur	03.03.97	08.03.97	21 (KRPs)
77.	1997	Ballia	10.03.97	15.03.97	26 (KRPs)

B. Training of NGOs

S.No.	Year	Name of the Agency	Duration		No. of Participants
			----- From	To	
1.	1992	NGOs of U.P.	08.06.92	12.06.92	30 (RPs)
2.	1992	NGOs of U.P.	22.06.92	27.06.92	13 (RPs)
3.	1992	NGOs of U.P.	08.04.92	11.04.92	32 (RPs)
4.	1992	NGOs of U.P.	09.09.92	11.09.92	47 (RPs)
5.	1993	NGOs of U.P.	03.12.93	10.12.93	28 (KRPs)
6.	1993	ISHWARDES (Off Campus)	18.10.93	22.10.93	50 (MTs)
7.	1994	NGOs of U.P.	04.07.94	09.07.94	31 (KRPs)
8.	1994	NGOs of U.P.	24.10.94	29.10.94	26 (KRPs)
9.	1995	NGOs of U.P.	19.06.95	24.06.95	22 (KRPs)
10.	1996	NGOs of U.P.	12.02.96	17.02.96	19 (KRPs)

C. Training of Master Trainers Under the Mass Programme of Functional Literacy

S.No.	Year	Date	No. of Participants
1.	1992	03.10.92	35
2.	1992	09.10.92	08
3.	1992	12.10.92	45
4.	1992	14.10.92	15
5.	1992	16.10.92	21
6.	1992	19.10.92	27
7.	1992	21.10.92	11
8.	1992	23.10.92	34
9.	1992	30.10.92	27
10.	1992	02.11.92	17

D. Others

S.No.	Year	Agency	Duration		No. of Participants
			From	To	
1.	1992	DWCRA	25.11.92	04.12.92	27
2.	1992	Training of District NFE Officers	14.08.92		03
3.	1992	Master Trainers of NFE of LH	20.04.92	24.04.92	39
4.	1992	Instructor of NFE of LH	27.04.92	01.05.92	38
5.	1992	Instructor of NFE of LH	27.04.92	01.05.92	51
6.	1992	Instructor of NFE of LH	27.04.92	01.05.92	30
7.	1992	Instructor of NFE of LH	13.05.92	17.05.92	46
8.	1992	Instructor of NFE of LH	13.05.92	17.05.92	46
9.	1992	Instructor of NFE of LH	13.05.92	17.05.92	54
10.	1992	Instructor of NFE of LH	13.05.92	17.05.92	49
11.	1993	Trg. of NSS Pro- gramme Officers (TOC)	22.03.93	03.04.93	37
12.	1994	Model Jail, Lucknow	29.09.94	30.09.94	07
13.	1994	KRPs of Adult Continuing & Extension Educ. of Gorakhpur University	30.10.94	01.11.94	11
14.	1995	NFE of Literacy House Project	28.02.95	02.03.95	39
15.	1996	MTs From Mis- sion Schools	19.02.96	20.02.96	25

Annexure II1991-92UJALA :

This is a monthly magazine for neo-literates. It contains various types of contents and subject matter related to the life style of adult learners. In the month of June 1991, a special issue on environment and in the month of September 1991, a special issue on Literacy were published.

- > Eight stories and novels, 30 graded stories, 3 poems, 10 plays and 11 TV serials were prepared.
- > Developed and produced 35000 copies of the Instructors Kits.
- > A booklet entitled "Jan Sankhya Ka Praurh Saksharta Karyakram Mein Samayojan" developed earlier was revised for inclusion in MPFL Kit. It was decided to print 250000 copies of the book.
- > The Population Education Material (18 books) developed earlier was decided to reprint in 5000 copies for supply to Jan Sikshan Niyams.
- > 3000 Instructors kits were supplied.
- > About 2000 population education kits apart from Instructor's kits developed earlier were distributed among trainees and organisations. These kits were also supplied to JSN and other Institutions.
- > 250 Audio Cassettes on concepts of Population Education were developed and supplied.
- > Twelve copies of vedio cassettes entitled "Bitiya Chand Jaisi" were duplicated and distributed among selected Institutions and Agencies.

1992-93

- > Preparation of books for JSNs for continuing education, 25 manuscripts were prepared on different topics.
- > Preparation of Post Literacy Book-I. It was prepared and submitted to the review committee, Government of India. According to their suggestions it was revised and was illustrated.

- > Revision of text books related to NFE (IV semesters) was done. The books were revised and the books on the following subjects were printed in Hindi (Bhasha), Maths, Social Studies, General Science and socially useful productive works (SUPW).
- > Revision of bridge literature (Gyan Ganga) done. The books on the following subjects were printed in Hindi (Bhasha), Maths, Social Studies and General Sciences.
- > Prepared MT to VT guidebooks.
- > Revised an enlarged fourth edition of Praudh Siksha Salahkar to cover new concepts and strategies for TLC.
- > RP to MT Guide books were prepared.
- > VT to Learners Guide book was prepared and brought out.
- > How to teach a lesson of the Primer : Dun Jyoti?
- > Nine manuscripts (Mere Pyare Bete, Vivah Ka Anand, Sayani Hone Par, Jai Bargad Baba, Sabki Jarurat Chota Pariwar, Shakeel Aur Aslam, Garibi Ka Dukh, Aap Aur Apka Bachcha, Tarpan Se Pyara) for JSN on different PE topics were produced.
- > Seven folders (Beti Ko Bhi Bete Jaisa Mile Pyar, AIDS - Kya, Kyon aur Kaise, Pariwar Niyojan Ki Vidhiyan, Santulit Bhojan, Kaam Shiksha, Nasha Khori, Hum Kyon aur Kaise Saaf Rahen) are produced.
- > 10,000 volunteer kits (Resource book, Ek Thi Kamla, Ek Tha Ramesh, Beti Ko Bhi Bete Jaisa Mile Pyar, Pariwar Niyojan Ki Vidhiyan, Ladki Ko Bhi Ladke Ke Samaan Maniye, AIDS, No Vacancy Why, Slogans (6) had been produced @ Rs.15 per kit.
- > A small booklet had been prepared and 500,000 copies printed and 100,000 copies distributed. Rest were despatched with MPFL kits on demand.

1993-94

- > Produced PL-I (Ek Kadam Aur). This was printed.
- > Manual for VTs printed.
- > Manual for RPs printed.
- > Manual for MTs printed.

- > A picture book entitled "Shakeel Aur Aslam" had been developed, published and released on World Population Day. It had been circulated among TLC districts.
- > Seven books for neo-literates had been published. Pre-testing was done. Some changes after publishing had been incorporated in the book. 5000 copies of each book have been printed.
- > A poster on AIDS had been developed and 10,000 copies produced.
- > Training modules had been prepared for RP to MT, MT to VT, VT to Learners by SRC. Integration of Population Education had been done by the Cell in all the three books.
- > A folder entitled "Bhojan Achcha Sehat Achchi" had been printed in 5,000 copies for trainers.
- > 10,000 copies of volunteer kit @ Rs.15/- per kit had been developed and produced.
- > Animatic vedio film based on puppetry entitled "Bitiya Chand Jaisi" Part II was produced.
- > 4448770 copies of primers supplied to 14 districts.

1994-95

- > SRC, Literacy House, Lucknow had so far published 208 books for continuing education. These books were also reviewed. The reviewed editions of these books were published for TLC districts of U.P.
- > The puppet play produced by the puppet cell entitled "Bitiya Chand Jaisi" was staged at Ravindralaya and was appreciated by more than 1100 people of all the categories.
- > Quarterly News Bulletin entitled "Jeevan Path Par" was produced by the Cell. It was circulated in TLC & PLC districts of the state and other organizations.
- > Total 5579188 books (Praveshikas) supplied to TLCs and Voluntary Oranisations.
- > During the year under report preparation of 200,000 MPFL kits was envisaged. The materials for these kits were got printed and the plastic bags along with copies and pencils were also purchased in 100,000 quantity in time. 100,000 kits were supplied to Universities, affiliated colleges, voluntary organizations, NCC, etc.

1995-96 :

- a> Garh Praveshika Part-I, II, III was revised for TLC districts for Tehri and Uttar Kashi.
- > Kumaun Praveshika Part-I, II, III was revised for Pithoragarh and Almorah districts.
- > Bundel Bharti Primer Part-I, II, III was revised. Nai Kiran Primer Part-I, II, III was revised. Purvanchal Praveshika Part-I, II, III was revised, Hamari Brij Bharti Primer Part-I, II, III was revised.
- > A new primer "Nai Subah" for learners of 9-14 years age group was developed and prepared.
- > Swayam Sevak Nirdeshika (VT Guide) for Bundel Bharti, Kumaun Praveshika, Nai Kiran Praveshika and Purvanchal Praveshika were prepared.
- > A guide book 'Prashikshan Nirdeshika' was prepared for Key Resource Persons, Resource Persons and Master Trainers for their use in trainings organised at district level.
- > Prepared PL-I (Aur Aage) for Garhwal region. Prepared PL-I (Kuchh Aur Aage) for Kumaun Region. PL-I Book "Aur Aage" and "Kuchh Aur Aage" had been revised by the National Review Committee. Revised PL-I "Ek Kadam Aur."
- > 16 titles of literature for children developed and were ready for publication.
- > 15 books for continuing education material were prepared.
- > 17 posters, 2 charts, 30 slogans and two picture stories were developed.
- > One Post Literacy Book named "Sayani Hone Par" was revised on the basis of feed back obtained from the field. In all five thousand copies of these were printed. The content of this book was on reproductive health.
- > "Teeka Chalisa" and "Aise Thee Veeru Betu" were prepared and five thousand copies of each were printed. They covered the issues relating to gender bias. These books were pre-tested before printing.
- > VT Nirdeshika and MT Nirdeshika were prepared and thereafter those were got printed.
- > A motivational film "Ek Kiran Mushkai" of 30 minutes duration based on gender equality was being prepared.

- > Five puppet plays were prepared by Population Education Cell on different Population Education messages.
- > A quarterly news bulletin "Ghar Sansar" was brought out by Population Education Cell. Ten thousand copies of each quarterly bulletins were printed and distributed to the TLC and PL district of U.P.
- > On the request and demands of the Zila Saksharta Samities during 1995-96, the SRC supplied a total of 11,839,496 Primers to TLC districts.

1996-97

- > The Urdu Primer 'Naya Safar' (Part I) was prepared and sent to publication section for composing. This primer was to be reviewed by the National Review Committee.
- > A guide book named "Swayam Sevak Shikshan Nirdeshika" for voluntary teachers of TLC was prepared.
- > PL-I Ek Kadam Aur for Garhwal region, PL-I Ek Kadam Aur for Kumaun region and pL-I Ek Kadam Aur for Purvanchal region were prepared on regional basis.
- > 40 books were selected and sent to press for printing as post literacy material.
- > 15 books of continuing education material for Purvanchal region were prepared.
- > 25 books of continuing education material for Kumaun region were prepared.
- > 10 Posters were printed as motivational materials.
- > Jansankhya Siksha Nirdeshika for MTs and VTs, 3 folders, catalogue, and one PL book were printed.
- > Two books Jan Sankhya Ke Dware Par Tak Tak Tak Nukkad Natak Part I and II were printed.
- > Quarterly news bulletin Ghar Sansar were printed and circulated to TLC districts.
- > PE kits were supplied to TLC districts.

Annexure III

STATE RESOURCE CENTRE, U.P., LITERACY HOUSE, LUCKNOW

Staff Position as on 30.3.1998

S.No.	Name of Staff Member	Designation	Date of appoint- ment in SRC	Pay Scale
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Administrative Section

1.	Dr Madan Singh	Director	01.04.89	3700-5000
2.	Shri L.M. Singh	Addl. Director	24.02.97	3500 (Con.)
3.	Shri C.B. Yadav	Admn. Officer	03.01.97	2000-3500
4.	Km. D.R. Sujana	Typist-Clerk	01.04.89	950 -1500
5.	Smt. Jayantika Biswas	Jr. Steno	01.04.89	1200-2040
6.	Shri K.N. Saxena	Addl. CFA	21.10.97	2500 (con.)
7.	Shri R.A. Tripathi	Accountant	10.01.96	1200-2040
8.	Shri S.M. Singh	Jr. Steno	03.08.96	1200-2040
9.	Shri H.N. Lal	Acctt-Auditor	13.12.95	2000 (con.)
10.	Shri R.K. Singh	Acctt.Asstt.	01.06.96	2000 (con.)
11.	Shri Mohan Singh	Driver	01.06.96	950 -1500
12.	Shri Saktoo Ram	Peon	01.04.89	750 - 940
13.	Shri Brij Lal	Peon	01.04.89	750 - 940
14.	Shri Ram Narain	Peon	20.02.90	750 - 940
15.	Shri Mangloo Ram	Peon		750 - 940
16.	Shri Dhani Ram	Peon	01.04.89	750 - 940

Training Section

17.	Shri T.J. Bobb	OSD, Trg.	01.04.89	2200-4000
18.	Shri V.K. Mishra	Sr.Instructor/ I/C Coordinator	01.04.89	2000-3500

S.No.	Name of Staff Member	Designation	Date of appoint- ment in SRC	Pay Scale
19.	Dr. S.N. Tripathi	Sr.Instructor	01.04.89	2000 -3500
20.	Shri Y.H. Khan	Sr. Clerk	01.04.89	950 -1500
21.	Shri J.P. Mishra	Peon	01.04.89	750 - 940

CMP Section

22.	Shri Shyam Lal	Head	01.04.89	3000-4500
23.	Shri V.N. Singh	OSD	01.03.96	2000 (con.)
24.	Dr (Km.) Uma Bisht	Sr.Instructor	01.04.89	2000-3500
25.	Shri A.K. Singh Sengar	Prog.Associate	14.01.98	2000 (con.)
26.	Shri Dinesh Singh	Prog.Associate	23.05.96	950 -1500
27.	Shri Mahadeo Prasad	Record Keeper	01.04.89	950 -1500
28.	Shri P.S. Pandey	Steno	20.02.90	1100 (con.)
29.	Shri R.G. Singh	Chief Puppeteer	01.04.89	1200-2040
30.	Smt. V.V. Mishra	Puppeteer	01.04.89	950 -1500
31.	Smt. Raman Sood	Typist	01.04.89	950 -1500
32.	Shri R.K. Trivedi	Rythemist & Puppeteer	01.04.89	950 -1500
33.	Shri Sant Ram	Peon	01.04.89	750 - 940

Research Evaluation & Monitoring Section

34.	Dr.N.K. Srivastava	I/C Head	01.04.89	2000-3500
35.	Dr (Km.) Gulshan Sharma	Research Associate	01.04.89	2000(con.)

S.No.	Name of Staff Member	Designation	Date of appointment in SRC	Pay Scale
36.	Shri A.K. Srivastava	Field Investigator	01.04.89	1200-2040
37.	Smt. Tanushree Mukherjee	Sr. Steno	01.04.89	1400-2400
38.	Smt. Awadhesh Kumari	Assistant	01.07.97	1500 (con.)
39.	Shri Fakeere Lal	Peon	01.04.89	750 - 940

General Activities Section

40.	Shri Ram Shanker	Head	01.04.89	3000-4500
41.	Dr. S.C. Upadhyaya	Resource Person	01.04.89	2500 (con.)
42.	Capt. T.D. Yadav	Lecturer	03.02.97	2000 (con.)
43.	Smt. Kiran Rathore	Typist	20.06.97	1200 (con.)
44.	Shri R.R. Singh	Assistant	15.09.96	950 - 1500
45.	Shri Pramod Kumar	R.A.	1997	1200-2040

Art Unit

46.	Shri R.S. Pal	I/C, Art Unit & AV Aids	07.11.96	1200-2040
47.	Shri Anurag Sharma	Artist	10.03.97	1500 (con.)
48.	Shri Pradeep Kumar Verma	Artist	10.03.97	1500 (con.)

Annexure IV

H.O. TEWARI
Director

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION
NEW DELHI 110 001

Tel : 381894

D.O. No.F.6-33/93-AE I

October 13, 1994

Dear Shri Ahmed,

Kindly refer to this Ministry's letter of even number dated 7th April, 1994 conveying the broad norms for the revised pattern of financial assistance to State Resource Centres (SRCs) during the 8th Plan period.

2. I am now to inform you that all the SRCs functioning under the aegis of the vountary agencies and Universities would henceforth be funded on 100% basis by the Central Government.

3. The detailed Guidelines on the revised funding norms of the SRCs are enclosed. You are requested to go through it carefully and adhere to its provisions, particularly in respect of the appointment of staff, payment of their emoluments, approval of the budget estimates each year by the Governing Body, re-appropriaton, etc.

4. Though the revised financial pattern will be effective for the entire 8th Plan period, it is proposed to reimburse only the expenses in respect of the Salaries of staff as per the revised emoluments and the arrears for the two years worked out and have it duly approved by the Governing Body. The proposal in this respect should be sent in the proforma attached along with the copies of the proposal in this regard placed before the Governing Body and the minutes where the proposal was approved. It is essential that the official representative of the Central Government attends this particular meeting of the Governing Body when the proposal regarding the fixing of the revised emoluments and the reimbursemeent of arrears is considered.

5. I am to further inform you that the revised pattern of financial assistance is being extended to the SRCs on the condition that the SRCs/parent organizations running the SRCs agree to abide by all such guidelines and policy directives as may be issued by the NLM with a view to strengthening their organisational structures, administrative efficiency and effectiveness in discharging of the functions and responsibilities entrusted upon them.

6. Kindly acknowledge receipt of this letter.

With regards,

Yours sincerely,
Sd/-
H.O. TEWARI

Shri Mustaq Ahmed
Director, State Research Centre
Literacy House, PO Alambagh
LUCKNOW 226 005

PROPOSAL FOR REIMBURSEMENT OF SALARIES AS PER REVISED
EMOLUMENTS FOR 1992-93 AND 1993-94

	<u>1992-93</u> (A)	<u>1993-94</u> (B)
1. Total expenditure on salaries as per revised emoluments duly approved by the Governing Body		
2. Expenditure on salaries already reimbursed as per the existing pattern		
3. Balance expenditure to be reimbursed (1 - 2)		
Total amount to be reimbursed (A+B)		

GUIDELINES ON THE REVISED PATTERN OF FINANCIAL ASSISTANCE
TO STATE RESOURCE CENTRES

In order to provide academic and technical resource support to adult education programme, State Resource Centres (SRCs) were established throughout the country during the year 1976-77. The SRCs are functioning in Universities, State Governments and Voluntary Agencies. SRCs functioning in the State Governments are working as one of the Departments of Education and are fully financed by the concerned State Governments.

NEW RESPONSIBILITIES OF SRCs

In view of the change in the strategy for implementation of literacy/adult education programmes from the traditional centre-based programme to organisation of campaign for total literacy, districts after districts are being covered under the TLCs. The SRCs are expected to develop teaching-learning materials under the new pedagogy of Improved Pace & Content of Learning (IPCL) for being used in TLCs. The SRCs are also expected to associate themselves in the TLCs right from the planning stage till their conclusion. Even after the TLCs have concluded, the SRCs have a responsibility of training of various functionaries for the PLCs and production and supply of post-literacy material. The SRCs have to provide similar academic and technical resource support to the programme being taken up by VAs, educational institutions, etc. An

additional responsibility, which is being given to the SRCs, is regarding the disbursement of funds under the Scheme of Assistance of VAs working in the field of Adult Education and the monitoring of these projects.

FUNCTIONS OF SRCs

Principal Functions

- i. Preparation of teaching-learning materials for TLCs/PLCs under the Improved Pace and Content of Learning (IPCL) technique, keeping in view the objectives of functional literacy. The material will be prepared in spoken languages, as far as possible.
- ii. Preparation of training material, namely - teachers' guides, teaching aids' audio-visual material and organisation of training programmes for adult education functionaries as well as staff of the District Resource Units.
- iii. Providing all other academic and technical resource support for the Total Literacy & Post-Literacy Campaigns.
- iv. Securing involvement of VAs in NLM. Invitation of applications from VAs, their scrutiny, pre-appraisal, sanction and release of funds, monitoring etc. in respect of proposals under the decentralised Scheme of

Assistance to VAs working in the field of Adult Education.

Other Functions

- v. Preparation of material for post-literacy and continuing education and support to continuing education programmes.
- vi. Preparation of material for Mass Programme of Functional Literacy (MPFL).
- vii. Support to District Resource Units.
- viii. Motivation and environment building for Adult Education.
- ix. Multi-media work including traditional and folk media.
- x. Training of people for decentralised management, namely; orientation of members of Village Education Committees, training of youth, etc.
- xi. Running of field programmes.
- xii. Evaluation and research study of learning impact evaluation of teaching-learning materials and learners evaluation.
- xiii. Production/dissemination (including translation) literature on Adult Education.

Categorisation of SRCs

As all the SRCs may not be required to shoulder equal amount of responsibility, the Ministry of HRD, Department of Education will grade the various SRCs into different categories for purposes of laying down the extent the pattern of financial assistance that may be made available to them. The broad principles governing categorisation of SRCs would be as under:

- i. There shall be three categories of SRCs viz. Category 'A', Category 'B' and Category 'C'. The extent of financial assistance available under each category shall be as indicated in para 6 below laying down the financial pattern.
- ii. The criterion for classification of a SRC in a particular category shall essentially be the existing or anticipated workload on the SRC keeping in view the size of the Adult Education Programme in the State in which the SRC is located. This may be judged having regard to (a) number of projects in progress or proposed to be taken up during the Plan period under all the Schemes of NLM, e.g. TLC/PLC, VAs, RELP, Post-Literacy and Continuing Education, etc., and (b) volume of work in terms of organising training programmes, preparation and development of material and other academic and technical resource support services expected to be rendered by the

SRC in discharge of the functions laid down for the SRCs.

- iii. SRCs located in the States of Uttar Pradesh, Madhya Pradesh, Bihar, Rajasthan, Andhra Pradesh, Tamil Nadu, Maharashtra and West Bengal, i.e. the States which have sizeable illiterate population and/or where the Adult Education Programmes need to be extensively and adequately supported with academic and technical resource services, may be classified in Category 'A'.
- iv. SRCs located in Kerala, Karnataka, Gujarat, Punjab, Jammu and Kashmir, Orissa, Assam, Himachal Pradesh, Haryana and Delhi, i.e. the States/UTs where the size of the ongoing Adult Education Programmes and the overall requirements in terms of academic and technical resource support are comparatively smaller than those in the States listed at (iii) above, may be classified in Category 'B'.
- v. SRCs located in all other States/UTs may be classified in Category 'C'.
- vi. SRCs falling in category 'B' or 'C' may be upgraded to Category 'A' or 'B' depending upon the requirements in terms of existing or anticipated increase in the workload of the SRC. A review of the work performance of the SRC and its requirements shall be made before upgrading any existing SRC into a higher category.

vii. Categorisation of a new or additional SRC proposed to be established in any State/UT may be determined by EC, NLMA or the Project Approval Committee having regard to the factors enumerated above. Ordinarily, a new or additional SRC in a State may initially be graded in 'B' or 'C' category and its upgradation into a higher category may be considered after the SRC has functioned for atleast one year, taking into account its performance and the need for expansion of resource services to be rendered by the SRC.

viii. In case one or more SRC is sanctioned in any of the States, the categorisation of the existing SRC may be altered by the EC, NLMA/Project Approval Committee having regard to the requirements of the situation and the above principles.

SRCs Under Universities

All the SRCs under Universities would henceforth be funded directly by the NLMA. Besides the SRC under Jamia Millia Islamia which is already being funded by the Department of Education on 100% basis, the three other existing SRCs under Universities, viz. RRC, Chandigarh (under the aegis of Punjab University), SRC, Srinagar (under the Aegis of Kashmir University) and SRC, Shillong (under the aegis of North-Eastern Hill University) would receive financial assistance with effect from 1994-95 under the

revised pattern, depending upon the categorisation made in para 28.1 below. These SRCs would be funded on a 100% basis. The funds of these SRCs would be sanctioned in favour of the Registrar of the University. These funds would be kept in a separate account. The Director of the SRC would have complete functional autonomy and the funds would be placed at his/her disposal for utilization.

FINANCIAL PATTERN

Keeping in view the increase in the responsibility of the SRCs during the VIII Five Year Plan period and the need to suitably equip, strengthen and stabilise them, the pattern and extent of financial assistance available to them under the Scheme is being revised so as to provide greater flexibility and leave enough scope for the SRC to make adjustments in keeping with their requirements. The main features of the revised financial pattern, henceforth applicable to the SRCs, are as under :

- i. The SRCs would be funded on a 100% basis by the Central Govt. under the revised pattern.
- ii. This pattern will be effective for the entire period of the VIII Plan, i.e. from 1.4.92 to 31.3.97. There will be no further revision or enhancement of grant before 31.3.97.

- iii. The SRCs would be graded into three categories depending upon the workload and the size of the programme in the States. The quantum of assistance has been appropriately fixed for each grade of SRCs.
- iv. The quantum of assistance would be broadly clubbed under three items of expenditure. Under each item, lump-sum allocations would be made, which would be fully available for utilisation under that item.
- v. No rigid norms will be laid down on the number of posts for each SRC. Nor any pay scales for the academic or administrative staff to be engaged by the SRC will be suggested. Within the overall provision for salaries, the SRC will be free to decide on the number of persons to be appointed, their tenure and the emoluments payable to them. The underlying principle being that regular staff should be kept to the minimum and as far as possible, supportive academic and administrative personnel should be engaged on short-term contract basis.
- vi. SRC will be expected to engage staff only on lump-sum emoluments basis and the past practice of engaging staff on regular scales of pay will have to be discontinued. However, having regard to the need of engaging and retaining competent and experienced personnel, the SRC, if it so wishes, may give scales of pay to their

employees but in no case the scales of pay, if sanctioned by the SRC, be more than the scales of pay of Government of India for comparable posts.

vii. Since the revised financial pattern will be followed upto the end of the VIII Plan period, the SRCs will have to manage within the overall allocations for salaries, until the end of the Plan period and ensure to fix the emoluments for each of the post, so that the maximum possible emoluments are reached only towards the end of the plan period.

viii. SRCs will be required to fix the revised emoluments of each of the staff and get these approved by their respective Governing Bodies.

ix. The amount of financial assistance which would be admissible to each category of SRC would be as under :

S.No. Item	Category A	Category B	Category C
	(Amount in Rs. Lakh)		
1. Emoluments	22.00	15.00	5.75
2. Office Expenditure	4.00	3.00	1.25
3. Programme Expenditure	10.00	7.00	3.00
Total	36.00	25.00	10.00

VOLUNTARY AGENCY CELL

Those of the SRCs which will have to administer the work of disbursing grant-in-aid to VAs would be provided an additional grant of Rs.3.50 lakh per annum. The grant provided for this Cell should be utilized as per ceiling given below for each item.

1. Emoluments	2.50 lakhs
2. Other Expenditure	1.00 lakhs

	3.50 lakhs

This Cell would also be funded on a 100% basis by the Central Government. The Cell would be responsible for invitation/convening meetings of the Grants-in-Aid Committee, disbursement of funds, constant monitoring of projects, settlement of accounts, etc. The number of persons to be employed for this cell, their tenure, emoluments, etc. would be decided by the Governing Body of the SRC. The persons engaged for this cell should have a good record of service, suitably qualified, familiar with working of voluntary agencies and with sufficient experience in adult/non-formal education programmes. They should be chosen carefully after ascertaining their credentials and integrity.

RE-APPROPRIATION OF FUNDS

Generally the ceiling imposed under each broad category of expenditure should be adhered to. The general principles

governing the re-appropriation under each item of expenditure would be as under :

Salaries

As in the initial years the provision under this item may not be utilized in full, the savings may be appropriated to Programme Expenditure, if required.

Office Expenditure

It is expected that the provision made under this item should be adequate. However, if excess expenditure is anticipated on account of purchase/replacement of certain office equipments on account of any unforeseen/unavoidable expenditure, this re-appropriation may be allowed from the savings under 'salaries' with the prior approval of the governing body of the SRC.

Programme Expenditure

While the Governing Body of the SRC may allow re-appropriation into the allocations made for 'Programmes', it shall not make any re-appropriation out of the allocations made for 'Programmes' for augmenting allocations for 'Administrative Expenses.'

It would be desirable that approval of the Governing Body for re-appropriation is obtained when the representa-

tives of the Central Government are present. The funds prescribed for Voluntary Agency Cell should, under no circumstances, be utilized for SRCs other activities or vice-versa.

ACTION PLANS AND BUDGET

Before the commencement of the financial year, each SRC would be required to formulate a comprehensive Action Plan indicating the programmes to be undertaken during that year along with a detailed Budget. Though in the financial pattern, the allocations have been broadly indicated under three items only, it would be essential that in the detailed budget, the expenditure proposed to be incurred for each activity and sub-items of expenditure is worked out. This Action Plan along with the Budget should be got duly approved by the Governing Body of the SRC.

SETTLEMENT OF ACCOUNTS

As in the past, the SRCs will continue to submit the Audited Statement of Accounts and a Utilization Certificate from the Chartered Accountant. In no case, expenditure above the ceilings laid down under each item would be entertained unless the approval for excess expenditure under each item has been approved by the Governing Body. The unspent balance remaining at the end of the year should be immediately reported to the Department so that the same is taken into

account while releasing the grants for the next year. Permission of the Department would also have to be obtained for utilization of the unspent balance of the previous year.

BUILDING GRANT

SRCs may be provided financial assistance for construction or repair of building, subject to a ceiling of Rs.10 lakh. Assistance approved for construction of building would ordinarily be required to be utilized within a period of one year from the date of release of the first instalment. The first instalment will be released immediately after issue of sanction and the grant would be made in three instalments to be released as follows :

- > 50% to be released immediately after issue of the letter of sanction;
- > 40% to be released upon receipt of intimation regarding utilization of the first instalment; and
- > 10% to be released after receipt of certificate of completion from the Architect duly endorsed by the Executive Engineer of the Central Public Works Department, wherever the same exists, or the State Public Works Department having jurisdiction over the area. Audited statement of accounts in respect of a building grant should be received within six months after release of the third instalment.

Annexure V

INDIA LITERACY BOARD, STATE RESOURCE CENTRE, U.P., LITERACY HOUSE
LUCKNOW (INDIA)

STATEMENT OF INCOME AND EXPENDITURE FOR THE
YEAR ENDING ON 31ST MARCH 1997

Expenditure	Amount	Income	Amount
I. Staff and Office Expenditure/Salary	15,56,789.14	Grant from Govt. of India, Ministry of Human Resource Development, Department of Education, New Delhi, Received During the year	18,00,000.00
II. Other Expenditure	3,96,761.66		
III. Programme Expenditure	8,05,737.01		
		Add: Recoverable Grant for 1996-1997	9,59,287.81
Total	Rs.27,59,287.81	Total	Rs.27,59,287.81

INDIA LITERACY BOARD, STATE RESOURCE CENTRE, U.P., LITERACY HOUSE
LUCKNOW (INDIA)

STATEMENT OF INCOME AND EXPENDITURE FOR THE
YEAR ENDING ON 31ST MARCH 1996

Expenditure	Amount	Income	Amount
1. Staff and Office Expenditure/Salary	14,37,278.71	Grant from Govt. of India, Ministry of Human Resource Development, Department of Education, New Delhi, Received During the year	15,00,000.00
2. Other Expenditure	4,00,038.09		
3. Programme Expenditure	2,21,356.85	Received IInd Instalment of the grant for the year	5,00,000.00

			20,00,000.00
		Less : Recoverable grant for 1994-95	(-) 67,905.56

			19,32,094.44
		Add : Recoverable grant for 1995-96	1,26,579.21

Total	Rs,20,58,673.65	Total	Rs.20,58,673.65

INDIA LITERACY BOARD, STATE RESOURCE CENTRE, U.P., LITERACY HOUSE, LUCKNOW (INDIA)

STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDING ON 31ST MARCH 1995

Expenditure	Amount (Rs.)	Amount (Rs.)	Income	Amount (Rs.)
1. Staff & Office Expenditure	12,67,024.85	12,67,024.85	1. Grant from GOI, Ministry of HRD, Deptt. of Education, New Delhi, Received During the year	10,00,000.00
2. Other Expenditure :				
a) Purchase of Audio-Visual Aid & Other Equipments	6,750.00		2. Grant from UP Government Department of Education, Lucknow	4,91,754.00
b) TA & DA	8,749.84			
c) Office Contingency	43,560.00		3. Grant from UP Government, Department of Education, Lucknow for strengthening of SRC	59,940.00
d) Accommodation	2,28,697.68			
e) Maintenance of Vehicle	32,631.71	3,20,389.23	4. Add : Unspent grant of previous year 1993-94	1,64,783.97
3. Programme Expenditure				17,16,477.97
a) Training/Organisation of Workshop/Seminar/Conference	1,87,413.30		5. Add : Recoverable grant for current year 1994-95	67,905.56
b) Printing & Publications	1,770.00			
c) Motivation & Environment Building Media and Development of Linkages	--			
d) Post Literacy & Continuing Education	250.00			
e) Organization of Special Program for Women SC/ST	--			
f) Survey, Evaluation and Studies	4,546.75			
g) Other General Activities	2,989.40			
h) Consultancy	--			
		1,96,969.45		
Total		Rs.17,84,383.53	Total	Rs.17,84,383.53

INDIA LITERACY BOARD, STATE RESOURCE CENTRE, U.P., LITERACY HOUSE, LUCKNOW (INDIA)

STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDING ON 31ST MARCH 1994

Expenditure	Amount (Rs.)	Amount (Rs.)	Income	Amount (Rs.)
1. Staff & Office Expenditure	12,11,042.10	12,11,042.10	1. Grant from GOI, Ministry of HRD, Deptt. of Education, New Delhi, Received During the year	11,90,000.00
2. Other Expenditure :				
a) Purchase of Audio-Visual Aid & Other Equipments	17,213.50		2. Grant from UP Government Department of Education, Lucknow	4,92,000.00
b) TA & DA	17,867.48			
c) Office Contingency	69,945.20		3. Add : Unspent grant of previous year	6,15,880.15
d) Accommodation	1,53,915.44			
e) Maintenance of Vehicle	42,787.82	3,01,729.44		
3. Programme Expenditure				22,97,880.15
a) Training/Organisation of Workshop/Seminar/Conference	1,27,446.58		4. Less : Unspent grant of Current year	1,64,783.97
b) Printing & Publications	3,08,186.70			
c) Motivation & Environment Building Media and Development of Linkages	7,623.75			21,33,096.18
d) Post Literacy & Continuing Education	21,804.70			
e) Organization of Special Program for Women SC/ST	32,668.00			
f) Survey, Evaluation and Studies	82,056.01			
g) Other General Activities	11,452.90			
h) Consultancy	29,086.00	6,20,324.64		
Total		Rs.21,33,096.18	Total	Rs.21,33,096.18

INDIA LITERACY BOARD, STATE RESOURCE CENTRE, U.P., LITERACY HOUSE, LUCKNOW (INDIA)

STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDING ON 31ST MARCH 1993

Expenditure	Amount (Rs.)	Amount (Rs.)	Income	Amount (Rs.)
1. Staff & Office Expenditure	12,08,688.39	12,08,688.39	1. Grant from GOI, Ministry of HRD, Deptt. of Education, New Delhi, Received During the year	5,00,000.00
2. Other Expenditure :				
a) Purchase of Audio-Visual Aid & Other Equipments	32,172.00		2. Grant from UP Government Department of Education, Lucknow	4,92,000.00
b) TA & DA	39,322.55			
c) Office Contingency	50,697.71		3. Interest on FRD's	8,52,520.00
d) Accommodation	1,64,738.26			
e) Maintenance of Vehicle	44,219.07	3,31,149.59		
3. Programme Expenditure				-----
a) Training/Organisation of Workshop/Seminar/Conference	1,16,724.29		Add : Unspent grant of Previous Year	8,05,763.40
b) Printing & Publications	2,66,292.30			-----
c) Motivation & Environment Building Media and Development of Linkages	9,451.96		Less: Unspent grant of Current Year	6,15,880.15
d) Post Literacy & Continuing Education	16,272.00			-----
e) Organization of Special Program for Women SC/ST	25,534.31			20,34,403.25
f) Survey, Evaluation and Studies	17,006.25			
g) Other General Activities	36,106.76			
h) Consultancy	7,177.40	4,94,565.27		
Total		Rs.20,34,403.25	Total	Rs.20,34,403.25